

**ADMINISTRATIVE RULES**  
**DEPARTMENT OF EDUCATION**

Article

24:01	South Dakota Board of Education, Repealed.
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24:03	School accreditation.
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24:22 USD - Springfield, Reserved.

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24:24 School of Mines and Technology, Reserved.

24:25 Northern State University, Reserved.

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24:53 Teacher preparation program approval

### **Article 24:53**

### **TEACHER PREPARATION PROGRAM APPROVAL**

#### Chapter

24:53:01 Definition of terms.

24:53:02 Approval process for teacher education programs.

24:53:03 Unit mission, conceptual framework, and responsibility.

24:53:04 Preparation of candidates in teacher education.

24:53:05 Assessment system and unit evaluation.

24:53:06 Field experiences and clinical practice.

24:53:07 Requirements for basic teaching programs.

24:53:08 Requirements for administrative programs.

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## **CHAPTER 24:53:01**

### **DEFINITION OF TERMS**

#### Section

24:53:01:01 Definitions.

~~24:16:01:01~~ **24:53:01:01. Definitions.** Terms used in this article mean:

(1) “Accreditation,” process for assessing and enhancing academic and educational quality which informs the public that an institution has a professional education unit meeting established standards;

(2) “Candidates,” individuals who are seeking admission to or who are enrolled in programs for the preparation of educational personnel;

(3) “Clinical faculty,” school or higher education faculty responsible for the instruction, supervision, and assessment of a candidate during field experience and clinical practice.

~~(3)~~ (4) “Conceptual framework,” rationale and organizing principles that guide the development of the curriculum for professional preparation programs, including the categorization of knowledge;

~~(4)~~ (5) “Coursework,” either recognized courses or identified content, learning experiences, or course objectives;

~~(5)~~ (6) “Department,” South Dakota Department of Education ~~and Cultural Affairs~~;

(7) “Diversity,” differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, disabilities, language, religion, sexual orientation, geographical area, and academic, artistic or athletic ability;

~~(6)~~ (8) “Education program,” a sequence of courses and experiences requiring completion of a degree with a major or its equivalent that meets preparation standards in this article;

~~(7) “Education endorsement program,” a sequence of courses and experiences completed at a minor level or less that meets preparation standards in this article;~~

~~(8)~~ (9) “Institution,” ~~a~~ regionally accredited four-year college or university;

(10) “Institutional standards,” candidate knowledge and skills that are set and assessed by the professional community within a college or university.

~~(9)~~ (11) “Internship,” a field-based experience conducted as a culminating experience in a preparation program;

(12) “INTASC,” the Interstate New Teacher Assessment and Support Consortium, is a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers.

(13) “Knowledge and skills,” what teachers need to know and be able to do including, without restriction, treating all students fairly and providing each student with a reasonable opportunity to learn;

~~(10)~~ (14) “Knowledge base,” the basis for effective teaching derived from empirical research, disciplined inquiry, informed theory, and the wisdom of practice;

~~(14)~~ (15) “Methodology or methodology course,” a course that develops an understanding of the central concepts, tools of inquiry, and structure of a discipline; the ability to evaluate the effectiveness of instructional processes, learning resources, and curriculum materials appropriate to a discipline; and the ability to relate to subjects within a discipline and in other disciplines and to apply that knowledge to real life situations and experiences;

~~(12)~~ (16) “Occupational work experience,” full-time, nonteaching employment in a vocational or technical area;

(17) “Other school personnel,” an educator, other than a teacher, who is seeking certification as an administrator or as a school service specialist and who provides professional services within schools, including curriculum directors, instructional technology specialists, principals, reading specialists, school business managers, school counselors, school library media specialists, school psychologists, school superintendents, special education directors, and speech/language pathologists;

~~(13) “Practicum,” preservice professional practice in educational settings which is relevant to the field of study for which candidates are preparing and which is supervised by a certified teacher and a university or college supervisor;~~

~~(14)~~ (18) “Pedagogical studies,” courses and other learning experiences in which candidates study and apply concepts, theories, and research about effective teaching;

(19) “Practicum,” preservice professional practice in educational settings which is relevant to the field of study for which candidates are preparing and which is supervised by a certified teacher and a university or college supervisor;

(20) "Professional community," full and part time faculty, including clinical faculty, in the professional education unit, faculty in other units of the college or university, P-12 practitioners, candidates, and others involved in professional education;

(21) "Professional Standards," candidate knowledge and skills established by specialized professional associations, national organizations, and accrediting agencies that evaluate professional education programs.

(22) "School partners," P-12 schools that collaborate with the higher education institution in designing, developing, and implementing field experiences, clinical practice, delivery of instruction, and research;

(23) "State standards," candidate knowledge and skills established by the state board of education and assessed through the process described in 24:53:02:01.

~~(15)~~ (24) "Student teaching," an in-depth, direct teaching experience in a school setting conducted as a culminating field-based experience for the teacher education program;

~~(16)~~ (25) "Unit," the administrative body within the institution that is primarily responsible for the preparation of educational personnel.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 27 SDR 32, effective October 11, 2000; transferred from § 24:16:01:01.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

## **CHAPTER 24:53:02**

### **APPROVAL PROCESS FOR TEACHER EDUCATION PROGRAMS**

Section

24:53:02:01      Program approval.

24:53:02:02 Requirements for innovative and experimental programs.

24:53:02:03 Requirements for certification-only programs.

~~**24:16:02:01 24:53:02:01. Program approval.** The South Dakota Board of Education may grant initial approval to each program for the preparation of educational personnel offered by a four-year accredited institution upon validation by the department that the standards in article 24:16 are met. An onsite review at least once every five years by a team which represents each educational program offered shall verify the institution's continuing compliance. The department shall train and monitor the teams. For institutions seeking accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the department shall accept and make results of the NCATE review for chapters 24:16:03 to 24:16:07, inclusive, a part of the department's report and recommendation to the South Dakota Board of Education.~~

In order to be eligible to request approval of programs that prepare educational personnel to meet certification requirements in accordance with 24:15, institutions must provide evidence of compliance with regional approval and eligibility for Title IV funding as stated in SDCL 13-49-27.1.

At least once every seven years, the department shall conduct an onsite review of each education unit and each program for the preparation of education personnel offered by a four-year, regionally accredited institution that has applied for state approval. After the department has verified that the standards in article 24:53 have been met by the unit and each program, the South Dakota Board of Education may grant initial or continuing approval to the unit and program that were reviewed. In order to receive and maintain program approval, the unit must submit the following to the department every seven years:

- (1) An institutional report, as outlined in the department's Unit and Program Review Handbook: Guidelines for Institutions of Higher Education, and;

- (2) Evidence of candidate competencies as required in 24:53:05 through 24:53:06.

For institutions seeking initial or continuing accreditation from the National Council for Accreditation of Teacher Education (NCATE) or the Teacher Education Accreditation Council (TEAC), the department shall conduct joint reviews of the unit and its education programs as outlined in the partnership agreement between the department and the accrediting agency. The SD Board of Education shall make the final decision on state program approval.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from § 24:16:02:01.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**Note:** Program standards in article ~~24:16~~ 24:53 apply to the review of teacher preparation programs beginning ~~in the 2000-2001~~ with the 2008-2009 term.

**Reference:** Unit and Program Approval Review Handbook Guidelines for Institutions of Higher Education, South Dakota Department of Education. Copies may be obtained from the South Dakota Department of Education, 700 Governors Drive, Pierre, SD 57501.

**~~24:16:02:02~~ 24:53:02:02. Requirements for innovative and experimental programs.**

An institution may request approval of an innovative and experimental program by submitting, on forms provided by the department, information as follows:

- (1) A statement of purpose and need for the program;
- (2) A statement of the competencies needed by candidates completing the program;



(3) A program timetable which establishes dates for beginning entrants in the program, the candidates' anticipated completion, and evaluation checkpoints for the program.

(4) Course syllabi for required coursework;

(5) Vitae of all faculty involved in the program; and

(6) Documentation of compliance with general education and professional education requirements for teaching programs.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from § 24:16:02:02.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**~~24:16:02:03~~ 24:53:02:03. Requirements for certification-only programs.** ~~A~~ A regionally accredited institution with approved education programs may request approval for K-12 and 7-12 certification-only programs for teacher education candidates who have completed at least a baccalaureate degree from ~~a~~ a regionally accredited institution or for other school personnel who have completed at least a masters degree from a regionally accredited institution. Certification-only programs are modifications of the study and experience requirements of any education program of article 24:53. Certification-only programs incorporate the applicable ~~general education, professional education, and program~~ preparation standards and requirements for admission, matriculation, and exit from such programs, but allow an institution to accept previous demonstrations of knowledge and skills, ~~and attitudes~~ judged to meet satisfactorily those preparation standards or program requirements.

Before admission to the program, institutions shall require candidates in certification-only programs to pass the state certification content exam. Institutions shall recommend candidates for certification after successful completion of the certification-only program.

**Source:** 30 SDR 211, effective July 5, 2004; transferred from § 24:16:02:03.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

## **CHAPTER 24:53:03**

### **~~ORGANIZATION AND ADMINISTRATION OF PROGRAMS~~**

#### **UNIT MISSION, CONCEPTUAL FRAMEWORK, AND RESPONSIBILITY**

##### Section

24:53:03:01     Mission, goals, and objectives.

24:53:03:02     Conceptual framework and knowledge bases.

24:53:03:03     Institutional responsibility.

**~~24:16:03:01~~ 24:53:03:01. Mission, goals, and objectives.** ~~Institutions of higher~~ Higher education ~~with~~ programs for the preparation of education personnel shall operate under a written mission statement. The unit's statements of goals and program objectives, consistent with the institution's mission statement, shall serve as a basis for decision making regarding policies affecting all of the programs for the preparation of education personnel and shall assure that education graduates are prepared to serve in diverse settings.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from § 24:16:03:01.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**~~24:16:03:02~~ 24:53:03:02. Conceptual framework and knowledge bases.** A written conceptual framework, consistent with the institution's mission, shall provide the basis for the curricula of the unit's programs for the preparation of education personnel. The knowledge base of each program shall be founded on research, the wisdom of practice, and emerging education theory provided by professional organizations, preschool through grade 12 personnel, candidates, graduates, employers of graduates, and professional education faculty, including faculty of subject area disciplines. Systematic evaluation of candidates and graduates shall be conducted and the results used to improve the conceptual framework, enhance the knowledge base, and assure the quality of each program.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from § 24:16:03:02.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**~~24:16:03:03~~ 24:53:03:03. Institutional responsibility.** The institution shall provide evidence that it accepts legal responsibilities for fulfillment of ~~it's~~ the established mission, goals, and objectives of it's education programs for teachers and other school personnel. ~~A written record of all policy decisions by the institution shall be maintained.~~

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from § 24:16:03:03.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

## **CHAPTER 24:53:04**

### **~~CANDIDATES IN TEACHER EDUCATION~~**

## **PREPARATION OF CANDIDATES IN TEACHER EDUCATION**

### Section

- 24:53:04:01 Admission policies and practices.
- 24:53:04:02 State certification exams for teachers.
- 24:53:04:03 Personnel services for candidates.
- 24:53:04:04 Personnel records for candidates.
- 24:53:04:05 Advisement for candidates.
- 24:53:04:06 Candidate knowledge and skills.
- 24:53:04:07 Content knowledge for teacher candidates.
- 24:53:04:08 Content knowledge for other professional school personnel.
- 24:53:04:09 Pedagogical content knowledge for teacher candidates.
- 24:53:04:10 Professional and pedagogical knowledge and skills for teacher candidates.
- 24:53:04:11 Professional knowledge and skills for other school personnel.
- 24:53:04:12 Knowledge and skills for all candidates.
- 24:53:04:13 Student learning for teacher candidates.
- 24:53:04:14 Student learning for other professional school personnel.

**~~24:16:05:01~~ 24:53:04:01. Admission policies and practices.** The unit shall print and distribute a policy with specific admission standards and procedures that govern student recruitment and acceptance into the preparation programs. The policy shall include a plan, documentation of effort, and results for the recruitment of a diverse student body. The unit shall provide written verification that candidates are informed about state laws and rules ~~which~~ that govern the issuance of certificates for educational personnel. Criteria for admission shall include the following:

(1) Completion of prior college or university coursework from an accredited institution with at least a 2.5 grade point average on a 4.0 scale;

(2) Evidence of academic proficiency at a grade point average of 2.6 or above in the academic major; and

(3) Recommendations based on personal characteristics and experiences requisite to teaching.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from § 24:16:05:01.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:16:05:03 24:53:04:02. Candidate evaluation and postgraduate studies State certification exams for teachers.** ~~The unit shall print and distribute a comprehensive plan for assessing candidates that specifies criteria for exit from the program. The criteria shall require that candidates maintain at least a 2.5 grade point average on a 4.0 scale for the duration of the program. The assessment plan shall be based on multiple data sources and shall be consistent with program objectives and the conceptual framework. The unit shall provide evidence to the department that graduates have met the requirements of the approved program and have demonstrated competence in all applicable standards. The unit shall conduct follow up studies to obtain data on employment of its graduates in educational institutions that are specific to the graduate's program and that address teaching performance. Results of candidate evaluation and follow up studies shall be used to modify and improve programs.~~

Effective July 1, 2005, each approved education program for the preparation of teachers shall measure candidates' content and pedagogical knowledge as required by chapter ~~24:16:07~~

24:53:04:07 and the applicable programs of chapter ~~24:16:08~~ 24:53:07 with the state certification exams.

Effective July 1, 2005, applicants must achieve the established passing scores set by the state Board of Education in order to be recommended for certification to the department.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 30 SDR 26, effective September 3, 2003; transferred from § 24:16:05:03.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

~~24:16:05:04~~ 24:53:04:03. **Personnel services for candidates.** The institution shall provide written information to candidates about academic, personal, and career counseling and the means of accessing these services. Career counseling shall include current supply and demand data for education personnel and placement services available to assist candidates in locating employment. Data on the employment of graduates shall be maintained by the institution.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from § 24:16:05:04.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

~~24:16:05:05~~ 24:53:04:04. **Personnel records for candidates.** The institution shall maintain a system of accountability for each candidate, which includes a permanent record for each candidate enrolled. The candidate's permanent record shall include:

- (1) Verification that admission standards of the program have been met;
- (2) A document indicating the candidate's status in the program of study;

- (3) A transcript of completed course titles, credits, and grades;
- (4) Descriptions and evaluations of all professional field experiences;
- (5) Verification of admission to student teaching based on personal characteristics and scholarship in professional education and content studies;
- (6) Assessment results indicating competence in the teaching field or field of study;
- (7) Effective July 1, 2005, an official copy of all test scores including any subtest scores provided by the testing company on the state certification exams for each subject or area of authorization and for the pedagogy exam for each age or grade span for which the applicant has completed an approved education program; and
- (8) Certification recommendation.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 30 SDR 26, effective September 3, 2003; transferred from § 24:16:05:05.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**~~24:16:05:06~~ 24:53:04:05. Faculty advisement for candidates** Advisement for candidates. The unit shall provide an advisory system for candidates in undergraduate and graduate programs. The unit shall assign each candidate to a faculty adviser who possesses a thorough understanding of the institution's approved programs and certification requirements. The unit shall provide documentation of regular adviser and advisee consultations.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from § 24:16:05:06.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:53:04:06. Candidate knowledge and skills.** The unit shall prepare candidates to work in a school as a teacher or administrator or school service specialist. Candidates must know and demonstrate the content, pedagogical, and professional knowledge and skills necessary to help all students learn. Assessments shall be given to the candidate to ensure the candidate meets professional, state, and institutional standards as defined in 24:53:01:01 and understands the influence of diversity on teaching and learning.

Assessments shall be given to the beginning teacher candidate to ensure the candidate meets the professional standards of the INTASC Model Standards for Beginning Teacher Licensing and Development. These modified standards for approved programs in South Dakota are:

- (1) The teacher understands the central concepts, tools of inquiry, and structures of the discipline the teacher teaches and can create learning experiences that make these aspects of subject matter meaningful for students;
- (2) The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development;
- (3) The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners;
- (4) The teacher understands and uses a variety of instructional strategies to encourage the development of critical thinking, problem solving, and performance skills in students;
- (5) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation;



- (6) The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom;
- (7) The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals;
- (8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of students;
- (9) The teacher evaluates continually the effects of the teacher's choices and actions on others, including students, parents, and other professionals in the learning community.  
The teacher actively seeks out opportunities to grow professionally; and
- (10) The teacher fosters relationships with school colleagues, parents, and agencies in the community to support student learning and well-being.

**Source:**

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:53:04:07. Content knowledge for teacher candidates.** Teacher candidates must know the subject matter they plan to teach and must be able to explain principles and concepts delineated in professional, state, and institutional standards.

**Source:**

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:53:04:08. Content knowledge for other professional school personnel.** Candidates for other professional school roles must know their fields and must be able to explain principles and concepts delineated in professional, state, and institutional standards.

**Source:**

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:53:04:09. Pedagogical content knowledge for teacher candidates.** Teacher candidates must have broad knowledge of instructional strategies that draw upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. Candidates shall facilitate student learning of subject matter through the presentation of content in clear and meaningful ways and through the integration of technology.

**Source:**

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:53:04:10. Professional and pedagogical knowledge and skills for teacher candidates.** Teacher candidates must apply their professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. Candidates shall consider the school, family, and community contexts in which they work, and the prior experience of students when developing meaningful learning experiences, and they shall treat all students fairly and provide each student with a reasonable opportunity to learn.

**Source:**

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:53:04:11. Professional knowledge and skills for other school personnel.** Candidates for other professional school roles must have an adequate understanding of the professional knowledge expected in their fields and delineated in professional, state, and institutional standards. They must know their students, families, and communities, treat all students fairly and provide each student with a reasonable opportunity to learn, and shall use current research to inform their practices, use technology in their practices, and support student learning through their professional services.

**Source:**

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:53:04:12. Knowledge and skills for all candidates.** Candidates must be familiar with the knowledge and skills expected of professionals. Their work with students, families, and communities shall reflect the knowledge and skills delineated in professional, state, and institutional standards.

**Source:**

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:53:04:13. Student learning for teacher candidates.** Teacher candidates must focus on student learning using assessments to improve or make adjustments to their instruction and to develop meaningful learning experiences for students.

**Source:**

**General Authority:** SDCL 13-1-12.1, 13-42-3.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:53:04:14. Student learning for other professional school personnel.** Candidates for other professional school roles shall create positive environments for student learning. The candidates shall understand and build upon the developmental levels of the students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.

**Source:**

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**CHAPTER 24:53:05**

**ASSESSMENT SYSTEM AND UNIT EVALUATION**

Section

24:53:05:01      Assessment System.

24: 53:05:02      Data collection, analysis, and evaluation.

24: 53:05:03      Use of data for program improvement.

**24:53:05:01. Assessment System.** The unit shall develop an assessment system with its professional community that reflects the conceptual framework and professional and state standards. The unit's system shall include a comprehensive and integrated set of evaluation measures that shall be used to monitor candidate performance and to manage and improve programs. Decisions about candidate performance shall be based on assessments conducted during admission into programs, at appropriate transition points, and at program completion. Candidates shall have at least a 2.5 cumulative grade point average and a 2.6 grade point average on a 4.0 scale in their major before admittance to the program. Candidates shall maintain at least a 2.5 grade point average on a 4.0 scale after admittance to the program. Assessments shall be

used to determine admission to, continuation in, and completion of programs as predictors of candidate success. The unit shall take effective steps to eliminate sources of bias in performance assessments and work to establish fair, accurate, and consistent assessments.

**Source:**

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:53:05:02. Data collection, analysis, and evaluation.** The unit shall regularly and systematically compile, summarize, and analyze data, which shall be used to improve applicant qualifications, candidate and graduate proficiency and program quality.

The unit shall use multiple assessments from internal and external sources to collect data from applicants, candidates, recent graduates, faculty, and other members of the professional community.

The unit shall maintain a record of formal candidate complaint and resolution documentation.

The unit shall conduct follow-up studies to determine whether its graduates are employed in educational institutions. The follow-up studies shall address performance in the classroom or areas of professional service in schools and be specific to the education programs the graduates completed. The unit shall maintain its assessment system through the use of information technology.

**Source:**

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24: 53:05:03. Use of data for program improvement.** The unit shall regularly and systematically use data, including candidate and other school personnel performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit shall analyze program evaluation and performance assessment data and initiate changes if necessary. The unit shall regularly share candidate and faculty assessment data with candidates and faculty to help them reflect on and improve their performance.

**Source:**

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

## **CHAPTER 24:53:06**

### **FIELD EXPERIENCES AND CLINICAL PRACTICES**

#### Section

24:53:06:01 Collaboration between unit and school partners.

24:53:06:02 Design, implementation, and evaluation of field experiences and clinical practice.

24:53:06:03 Student teacher placement.

**24:53:06:01. Collaboration between unit and school partners.** The unit, its school partners, and other members of the professional community shall design, implement, and evaluate field experiences and clinical practices for teacher candidates and other school personnel to develop and demonstrate the candidates' and other school personnel's knowledge and skills necessary to helping students learn. The unit and its school partners shall jointly determine the specific placement of student teachers and interns of other professional roles to provide appropriate learning experiences to the teachers and interns. Clinical faculty shall be

selected and prepared for their roles as mentors and supervisors who will provide continuing support for candidates during their field and clinical experiences.

**Source:**

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:53:06:02. Design, implementation, and evaluation of field experiences and clinical practice.** Field experiences shall be developmental, beginning with early observations and progressing to supervised experiences related to job responsibilities in a variety of educational settings. Field experiences or clinical practices in settings ~~which~~ that include students with disabilities and students from diverse groups shall be designed to help candidates develop and practice their knowledge and skills for working with all students. Peers and supervisors shall give feedback to the candidates to help them reflect on their abilities to help all students learn. During clinical practice, candidate learning shall be integrated into the school program and into teaching practices. Candidates shall continue to develop their content, pedagogical and professional knowledge and skills delineated by professional, state, and institutional standards. The assessment of field experiences and clinical practices shall be standards based and use a model that addresses realistic goals and objectives and promotes high expectations. Assessment shall be formative, summative, ongoing, and used for program improvement.

**Source:**

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:53:06:03. Student teacher placement.** Student teacher placements for ~~24:16:08~~ 24:53:07 must meet the following requirements:

- (1) Student teachers must demonstrate competency in the job responsibilities required by their chosen program. They shall participate in professional development through self, peer, and supervisory reflection on the student teaching experience;
- (2) Student teachers must complete a minimum of 10 weeks of supervised experiences. The student teacher must spend the majority of the 10 weeks in the subject area and age or grade span for which they are prepared;
- (3) Student teachers who teach at least 15 weeks may earn authorizations at the program level in two subject areas or age or grade spans if the student teaching placement meets the required balance of time in each of the subject areas and age or grade spans;
- (4) Student teachers in K-12 programs must complete experiences at two levels;
- (5) Student teachers in birth through age eight education programs or birth through age eight early childhood education/birth through age eight special education programs must complete experiences at both the preschool and elementary levels;
- (6) Student teachers with either K-8 elementary education with middle level program preparation or 7-12 secondary education with middle level program preparation may complete all or part of their placement in grades seven or eight or a formally organized middle school; and
- (7) Student teachers in a 5-8 middle level program must complete experiences in each of their two chosen academic areas.

**Source:**

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

## **CHAPTER 24:53:07**



## **REQUIREMENTS FOR BASIC TEACHING PROGRAMS**

### Section

24:53:07:01 Birth through preschool education program.

24:53:07:02 Birth through age eight early childhood program.

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24:53:07:04 K-8 elementary education program.

24:53:07:05 K-8 elementary education/special education program.

24:53:07:06 5-8 middle level education program.

24:53:07:07 7-12 secondary education program.

24:53:07:08 7-12 language arts education program.

24:53:07:09 7-12 mathematics education program.

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24:53:07:11 7-12 social science education program.

24:53:07:12 7-12 career and technical education program.

24:53:07:13 7-12 agriculture education program.

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24:53:07:16 7-12 marketing education program.

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24:53:07:19 K-12 art education program.

24:53:07:20 K-12 comprehensive school health education program.

24:53:07:21 K-12 educational technology program.

24:53:07:22 K-12 music education program.

24:53:07:23 K-12 physical education program.

24:53:07:24 K-12 South Dakota Indian studies education program.

24:53:07:25 K-12 special education program.

24:53:07:26 K-12 world language education program.

24:53:07:27 K-12 reading specialist program.

24:53:07:28 7-12 mathematics/science composite program.

**24:16:08:01 24:53:07:01. Birth through preschool education program.** ~~A birth through preschool education program shall comply with all standards in general education and professional education and require coursework sufficient to constitute a major, which includes the following:~~

~~—— (1) Basic knowledge and understanding of growth and development of the child from birth through age eight with emphasis on the infant, toddler, and preschool child in physical, social, emotional, cognitive, language, and aesthetic areas to include:~~

~~—— (a) Identifying typical and atypical behaviors;~~

~~—— (b) Identifying individual learning needs, specifying goals relative to the needs, and implementing program objectives to facilitate those needs; and~~

~~—— (c) Comprehending cultural diversity and its implications, to include supporting home language preservation and promoting anti-bias;~~

~~—— (2) Demonstrated competence in planning and implementing programs with developmentally appropriate curriculum to include:~~

~~—— (a) Use of manipulative materials and play to enhance development and learning; and~~

~~———— (b) Integrated learning experiences and activities using central concepts and tools of inquiry in all curriculum content areas with emphasis in language and literacy, mathematics, safety, nutrition, social sciences, science, music, drama, art, and movement;~~

~~———— (3) Establishing and maintaining positive collaborative relationships with families to include:~~

~~———— (a) Identifying family diversity and dynamics and the implications of each to the child's development;~~

~~———— (b) Facilitating cooperation between home, school, and community to support the child's development, learning, and well being; and~~

~~———— (c) Linking families with a range of family-oriented services based on identified resources, priorities, and concerns;~~

~~———— (4) Use of authentic, performance based assessment to monitor and report progress to families and school personnel;~~

~~———— (5) Inclusion of children with disabilities;~~

~~———— (6) Integrating technology into teaching and learning; and~~

~~———— (7) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies.~~

The required courses and experiences of a birth through preschool education program shall be aligned to the National Association for Education for Young Children (NAEYC) standards, 2001 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NAEYC standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

A birth through preschool education program shall require coursework sufficient to constitute an academic major and demonstrated competencies in the following areas of professional education:

- 1) Knowledge of the developmental characteristics of the birth through preschool learner; and of the student with disabilities;
- 2) Integrating technology into teaching and learning;
- 3) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from §24:16:08:01.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:16:08:03 24:53:07:02. Birth through age eight early childhood program.** ~~A birth through age eight early childhood education program shall comply with all standards in general education and professional education and require coursework sufficient to constitute a major, which includes the following:~~

- ~~—— (1) Basic knowledge and understanding of growth and development of the child from birth through age eight in physical, social, emotional, cognitive, language, and aesthetic areas to include:~~
- ~~—— (a) Identifying typical and atypical behaviors and establishing settings which enhance the child's development;~~
- ~~—— (b) Specifying goals to meet individual learning needs;~~
- ~~—— (c) Identifying and comprehending special needs and their diversity; and~~

- ~~———— (d) Comprehending cultural diversity and its implications, supporting home language preservation, and promoting an anti-bias approach;~~
- ~~———— (2) Demonstrated competence in planning, implementing, and evaluating programs with developmentally appropriate curricula to include:~~
  - ~~———— (a) Use of manipulative materials and play as instruments for enhancing development and learning; and~~
  - ~~———— (b) Prescribing meaningful integrated learning experiences and activities by using the central concepts and tools of inquiry in curriculum content areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement;~~
- ~~———— (3) Establishing and maintaining positive, collaborative relationships with families to include:~~
  - ~~———— (a) Identifying the implications of family diversity and dynamics to the child's development;~~
  - ~~———— (b) Facilitating cooperation between home, school, and community to support the child's development, learning, and well-being; and~~
  - ~~———— (c) Linking families with a range of family-oriented services based on identified resources, priorities, and concerns;~~
- ~~———— (4) Use of authentic, performance-based assessment to monitor and report progress to families and school personnel;~~
- ~~———— (5) Completion of the professional education requirements of §24:16:08:05 as follows:~~
  - ~~———— (a) Two semester hours each in reading, children's literature, speech, and social studies;~~
  - ~~———— (b) Two semester hours of first aid and health;~~

- ~~———— (c) Five semester hours in composition, grammar, and language use;~~
- ~~———— (d) Nine semester hours in science, to include a balance of physical, biological, and earth/space science; and~~
- ~~———— (e) Nine semester hours in mathematics to include algebra or an equivalent.~~
- ~~———— (6) Completion of the professional education requirements of subdivisions (7) and (8) of § 24:16:08:05 appropriate to kindergarten through grade two;~~
- ~~———— (7) A three semester hour course in human relations and a three semester hour course in South Dakota Indian studies; and~~
- ~~(8) Integrating technology into teaching and learning.~~

The required courses and experiences of a birth through age eight early education childhood program shall be aligned to the National Association for Education for Young Children (NAEYC) standards, 2001 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NAEYC standards and to demonstrate competency on the multiple assessment measures of 24:53:04, 24:53:05, and 24:53:06.

A birth through age eight early childhood education program shall require coursework sufficient to constitute an academic major and demonstrated competencies in the following areas of professional education:

- 1) Knowledge of the developmental characteristics of the birth through age eight learner and of the student with disabilities;
- 2) Integrating technology into teaching and learning;
- 3) Knowledge of curriculum development that uses the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established K-12 academic standards to

design an instructional program that facilitates student achievement and promotes lifelong learning;

- 4) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 27 SDR 32, effective October 11, 2000; transferred from §24:16:08:03.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:16:08:04 24:53:07:03. Birth through age eight early childhood and birth through age eight special education program.** ~~A birth through age eight early childhood and birth through age eight special education program shall comply with all standards in general education and professional education and require coursework sufficient to constitute a major, which includes the following:~~

~~—— (1) Basic knowledge and understanding of growth and development of the child from birth through age eight in physical, social, emotional, cognitive, language, and aesthetic areas to include:~~

~~—— (a) Identifying typical and atypical behaviors and establishing settings which enhance the child's development;~~

~~—— (b) Specifying goals to meet individual learning needs;~~

~~—— (c) Identifying and comprehending special needs and their diversity; and~~

~~—— (d) Comprehending cultural diversity and its implications, supporting home language preservation, and promoting an anti-bias approach;~~

~~—— (2) Demonstrated competence in planning, implementing, and evaluating programs with developmentally appropriate curricula to include:~~

~~—— (a) Use of manipulative materials and play as instruments for enhancing development and learning; and~~

~~—— (b) Prescribing meaningful integrated learning experiences and activities by using the central concepts and tools of inquiry in curriculum content areas including language and emergent literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement;~~

~~—— (3) Establishing and maintaining positive, collaborative relationships with families to include:~~

~~—— (a) Identifying the implications of family diversity and dynamics to the child's development;~~

~~—— (b) Facilitating cooperation between home, school, and community to support the child's development, learning, and well-being; and~~

~~—— (c) Linking families with a range of family-oriented services based on identified resources, priorities, and concerns;~~

~~—— (4) Use of authentic, performance-based assessment to monitor and report progress to families and school personnel;~~

~~—— (5) Integrating technology into teaching and learning;~~

~~—— (6) Completion of the professional education requirements of § 24:16:08:05 as follows:~~

~~—— (a) Two semester hours each in reading, children's literature, speech and social studies;~~

~~—— (b) Two semester hours of first aid and health;~~

~~—— (c) Five semester hours of composition, grammar, and language use;~~



~~—— (d) Nine semester hours in science, to include a balance of physical, biological, and earth/space science; and~~

~~—— (e) Nine semester hours in mathematics to include algebra or an equivalent;~~

~~—— (7) Completion of the professional education requirements of subdivisions 24:16:08:05(7) and (8) appropriate to kindergarten through grade two;~~

~~—— (8) Completion of the requirements of subdivisions 24:16:08:45(1) to (6), inclusive appropriate to birth through age eight; and~~

~~—— (9) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies.~~

The required courses and experiences of a birth through age eight early childhood and birth through age eight special education program shall be aligned to the National Association for Education for Young Children (NAEYC) standards, 2001 edition, and the Council for Exceptional Children (CEC) early childhood special education standards, 2001 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NAEYC/CEC early childhood special education standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

- 1) Knowledge of the developmental characteristics of the birth through age eight learner and of the student with disabilities;
- 2) Integrating technology into teaching and learning;
- 3) Knowledge of curriculum development that uses the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established K-12 academic standards to

design an instructional program that facilitates student achievement and promotes lifelong learning;

- 4) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from §24:16:08:04.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

~~24:16:08:05~~ 24:53:07:04. **K-8 elementary education program.** ~~A K-8 elementary education program shall comply with all standards in general education and professional education and require coursework sufficient to constitute a major, which includes demonstrated competence in the following professional development areas and completion of the following subjects:~~

- ~~—— (1) Two semester hours each in reading, children's literature, speech, United States government, United States history, and geography;~~
- ~~—— (2) Two semester hours of first aid and health;~~
- ~~—— (3) Five semester hours in composition, grammar, and language use;~~
- ~~—— (4) Nine semester hours in science, to include a balance of physical, biological, and earth/space science;~~
- ~~—— (5) Nine semester hours in mathematics, to include algebra or an equivalent;~~
- ~~—— (6) Developmental characteristics of the elementary level learner and of the child with disabilities;~~

- ~~—— (7) Curriculum development which uses the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established K-12 academic standards to design an instructional program which facilitates student achievement and promotes lifelong learning;~~
- ~~—— (8) Methodology of language arts, reading, social studies, natural science, mathematics, art, music, health, and physical education to include adapted physical education;~~
- ~~—— (9) Integrating technology into teaching and learning;~~
- ~~—— (10) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies; and~~
- ~~—— (11) Verification that the candidate has completed the following competencies:~~
  - ~~—— (a) Design of curriculum and instructional strategies for middle level learners;~~
  - ~~—— (b) Developmental characteristics of the middle level learner; and~~
  - ~~—— (c) Concepts of middle level education or the middle level learner.~~

The required courses and experiences of a K-8 elementary education program shall be aligned to the Association for Childhood Education International (ACEI) standards, 1999 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the ACEI standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

A K-8 education program shall require coursework sufficient to constitute an elementary education major and demonstrated competencies in the following areas of professional education.

- 1) Knowledge of the developmental characteristics of the elementary level learner and of the student with disabilities;

- 2) Knowledge of curriculum development that uses the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established K-12 academic standards to design an instructional program that facilitates student achievement and promotes lifelong learning;
- 3) Integrating technology into teaching and learning;
- 4) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies; and
- 5) Verification that the candidate has completed studies and field experiences in the following:
  - a) Design of curriculum and instructional strategies for middle level learners;
  - b) Developmental characteristics of the middle level learner; and
  - c) Concepts of middle level education or the middle level learner.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from §24:16:08:05.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

~~24:16:08:06~~ 24:53:07:05. **K-8 elementary education/special education program.** ~~A K-8 elementary education/special education program shall comply with all standards in general education and professional education and require coursework sufficient to constitute a major, which includes demonstrated competence in knowledge and skills defined in § 24:16:08:05 and in addition, the knowledge and skills as defined in § 24:16:08:45 as applicable to the K-8 learner.~~

The required courses and experiences of a K-8 elementary education/special education program shall be aligned to the Association for Childhood Education International (ACEI) standards, 1999 edition, and the Council for Exceptional Children (CEC) standards, 2001 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the ACEI/CEC standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

A K-8 education program/special education program shall require coursework sufficient to constitute an elementary education/special education major and demonstrated competencies in the following areas of professional education;

- 1) Knowledge of the developmental characteristics of the elementary level learner and of the student with disabilities;
- 2) Knowledge of curriculum development that uses the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established K-12 academic standards to design an instructional program that facilitates student achievement and promotes lifelong learning;
- 3) Integrating technology into teaching and learning;
- 4) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies; and
- 5) Verification that the candidate has completed studies and field experiences in the following:
  - a) Design of curriculum and instructional strategies for middle level learners;
  - b) Developmental characteristics of the middle level learner; and
  - c) Concepts of middle level education or the middle level learner.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from §24:16:08:06.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:16:08:08 24:53:07:06. 5-8 middle level education program.** ~~A 5-8 middle level education program shall comply with all standards in general education and professional education and require coursework sufficient to constitute a major, which includes:~~

~~—— (1) Demonstrated competence through 18 semester hours of coursework each in two of the following content areas:~~

~~—— (a) Language arts: reading, composition, grammar, literature, and speech;~~

~~—— (b) Social science: South Dakota history, United States history, world history, government, and geography;~~

~~—— (c) Mathematics: algebra, geometry, statistics, and trigonometry;~~

~~—— (d) Natural sciences: biology, physical science, and earth or space science;~~

~~—— (e) Music: music theory, instrumental music, vocal/choral music, and conducting;~~

~~—— (f) Physical education and health: personal health, physical fitness, nutrition, physical education programs, first aid, and CPR; or~~

~~—— (g) Art: art history, drawing, crafts, sculpture, and painting; and~~

~~—— (2) Demonstrated competence in the following areas of professional education:~~

~~—— (a) Study and experiences of effective learning and teaching strategies for middle level learners, which include interdisciplinary teams, teacher based guidance programs, flexible groupings, exploratory programs, and alternative scheduling arrangements;~~

~~———— (b) Study and experiences in the developmental characteristics of the middle level learner and of the student with disabilities;~~

~~———— (c) Curriculum development which uses the South Dakota K-12 content standards as provided by SDCL 13-3-48 and other established K-12 academic standards to design an instructional program which facilitates student achievement and promotes lifelong learning;~~

~~———— (d) Teaching of middle level reading and methodology courses specific to the two areas constituting the major;~~

~~———— (e) Integrating technology into teaching and learning;~~

~~———— (f) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies.~~

The required courses and experiences of a 5-8 middle level education program shall be aligned to the National Middle School Association Middle Teacher Preparation (NMSAMTP) standards, 2001 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NMSAMTP standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

A 5-8 middle level education program shall require coursework sufficient to constitute a middle school education major and demonstrated competencies in the following areas of professional education:

- 1) Teaching of middle level reading.
- 2) Integrating technology into teaching and learning.
- 3) Knowledge of the developmental characteristics of the middle level learner and of the student with disabilities;

- 4) Knowledge of curriculum development that uses the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established K-12 academic standards to design an instructional program that facilitates student achievement and promotes lifelong learning;
- 5) Integrating technology into teaching and learning;
- 6) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from §24:16:08:08.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

~~24:16:08:11 24:53:07:07. 7-12 secondary education program. A 7-12 secondary education program shall comply with all standards in general education and professional education and require an academic major or verified occupational work experience that meets standards of teaching programs in article 24:16. Professional education for the 7-12 secondary education program shall include:~~

- ~~—— (1) A course in teaching reading in the content area and a methodology course specific to the discipline;~~
- ~~—— (2) Knowledge of the developmental characteristics of the secondary level learner and of the student with disabilities;~~
- ~~—— (3) Knowledge of curriculum development that uses the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established K-12 academic standards to design an instructional program which facilitates student achievement and promotes lifelong learning;~~



- ~~—— (4) Integrating technology into teaching and learning;~~
- ~~—— (5) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies; and~~
- ~~—— (6) Verification that the candidate has completed the following competencies:~~
  - ~~—— (a) Design of curriculum and instructional strategies for middle level learners;~~
  - ~~—— (b) Developmental characteristics of the middle level learner; and~~
  - ~~—— (c) Concepts of middle level education or the middle level learner.~~

All 7-12 secondary education programs shall require coursework sufficient to constitute an academic major and demonstrated competencies in the following areas of professional education.

- 1) Competency in the teaching of content area literacy and instructional methods in the content area specific to the discipline;
- 2) Knowledge of the developmental characteristics of the secondary level learner and of the student with disabilities;
- 3) Knowledge of curriculum development that uses the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established K-12 academic standards to design an instructional program that facilitates student achievement and promotes lifelong learning;
- 4) Integrating technology into teaching and learning;
- 5) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies; and;
- 6) Verification that the candidate has completed studies and field experiences in the following:
  - a) Design of curriculum and instructional strategies for middle level learners;

- b) Developmental characteristics of the middle level learner; and
- c) Concepts of middle level education or the middle level learner.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 27 SDR 32, effective October 11, 2000; transferred from §24:16:08.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

~~**24:16:08:12 24:53:07:08. 7-12 language arts education program. A 7-12 language arts education program shall comply with all standards in general education, professional education, and 7-12 secondary education program requirements, and require coursework sufficient to constitute a major in one of the specific areas of concentration, with at least 50 percent in upper division coursework, as follows:**~~

- ~~—— (1) Language arts composite program, to include a balance of the following:~~
  - ~~—— (a) Study of the history of the English language and how language is acquired, understood, and used;~~
  - ~~—— (b) Study of reading, writing, listening, and speaking;~~
  - ~~—— (c) Knowledge of processes by which one learns to read, including vocabulary development, word recognition, and comprehension;~~
  - ~~—— (d) Study of representative body of world literature to include British, American, young adult, and contemporary;~~
  - ~~—— (e) Study and experiences in analyzing literature from a broad historical perspective, of a variety of genres and a variety of authors by gender and ethnicity;~~
  - ~~—— (f) Demonstrated competence in facilitating student responses to literature;~~

~~———— (g) Knowledge of the grammatical structure of written and oral English and the ability to teach that structure;~~

~~———— (h) Knowledge of processes by which one learns to write and of the varieties and purposes of written prose, and the ability to communicate that knowledge;~~

~~———— (i) Study of basic oral communication skills and oral communication genres and study of responsible oral communication;~~

~~———— (j) Study of mass communication forms, techniques, technologies, and processes for managing productions; and~~

~~———— (k) Study of basic skills in selecting, producing, promoting, organizing, and evaluating a theatrical activity;~~

~~———— (2) Language arts drama/theater programs:~~

~~———— (a) Study of representative plays of past and present, the history of theater, and the function of theater in life;~~

~~———— (b) Study and experiences in directing a theatrical production;~~

~~———— (c) Study and demonstration of basic acting skills;~~

~~———— (d) Study and experiences in the technical requirements of a theatrical production; and~~

~~———— (e) Study and experiences in promoting, organizing, and evaluating an activity or production;~~

~~———— (3) Language arts English education (composition/literature/speech):~~

~~———— (a) Study of the history of the English language and how language is acquired, understood, and used;~~

~~———— (b) Study of reading, writing, listening and speaking;~~

~~———— (c) Knowledge of processes by which one learns to read, including vocabulary development, word recognition, and comprehension;~~

~~———— (d) Study of representative body of world literature to include British, American, young adult, and contemporary;~~

~~———— (e) Study and experiences in analyzing literature from a broad historical perspective, of a variety of genres and a variety of authors by gender and ethnicity;~~

~~———— (f) Demonstrated competence in facilitating student responses to literature;~~

~~———— (g) Knowledge of the grammatical structure of written and oral English and the ability to teach that structure;~~

~~———— (h) Knowledge of processes by which one learns to write and of the varieties and purposes of written prose, and the ability to communicate that knowledge; and~~

~~———— (i) Study of basic oral communication skills and oral communication genres and study of responsible oral communication;~~

~~———— (4) Language arts — mass communications:~~

~~———— (a) Study and experiences in news selection, writing, reporting, and editing;~~

~~———— (b) Study of the role of the press in current society, including the tradition and history of the press, legal freedoms, and responsibilities of the press;~~

~~———— (c) Study and experiences in creating, editing, and publishing video, telecommunications, radio, television, and electronic transmission productions; and~~

~~———— (d) Study and experiences in management and production of school publications; and~~

~~———— (5) Language arts — speech/debate program:~~

~~———— (a) Study of basic oral communication, including theories of communication, function of the individual, language acquisition, and context variables, such as setting, purpose, audience, and subject;~~

~~———— (b) Study and experiences in oral communication genre, such as television news, documentary, and editorial reporting;~~

~~———— (c) Study of critical skills associated with oral communicative arts, including critical stances, relationship between the critic and the critical object, and the social value of criticism;~~

~~———— (d) Study of responsible communication, including ethical consciousness, free speech, and objectivity; and~~

~~———— (e) Study and experiences in developing and directing activities, such as debate, forensics, radio and television management, and film society.~~

A 7-12 language arts education program shall comply with the following

- (1) The required courses and experiences of a 7-12 English language arts education program shall be aligned to the National Council of Teachers of English (NCTE) standards, 2003 edition.

The 7-12 English language arts program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NCTE standards, and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

- (2) The required courses and experiences of a 7-12 English language arts education composite program shall be aligned to the NCTE standards, 2003 edition.

The 7-12 English language arts composite program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NCTE standards and in the standards below, and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

- (a) Demonstrated knowledge of mass communication forms, techniques, technologies, and processes for managing productions;
- (b) Demonstrated knowledge of basic skills in selecting, producing, promoting, organizing, and evaluating a theatrical activity;
- (3) The required courses and experiences of a 7-12 drama/theater program shall be aligned to the National Association of Schools of Theatre (NAST), 2005-2006 Handbook, and 2006 Addendum.

The 7-12 drama/theater program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NAST standards, and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

- (4) The required courses and experiences of a 7-12 a mass communications/journalism program shall be aligned to the standards below:

The 7-12 mass communications/journalism program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skill identified in the standards below and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

- (a) Demonstrated knowledge and experiences in news selection, writing, reporting, and editing;
  - (b) Demonstrated knowledge of the role of the press in current society, including the tradition and history of the press, legal freedoms, and responsibilities of the press;
  - (c) Demonstrated competencies and experiences in creating, editing, and publishing video, telecommunications, radio, television, and electronic transmission productions; and
  - (d) Demonstrated knowledge and experiences in management and production of school publications.
- (5) The required courses and experiences of a 7-12 speech/debate program shall be aligned to the standards below.

The 7-12 speech/debate program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the standards below and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

- (a) Demonstrated knowledge of basic oral communication, including theories of communication, function of the individual, language acquisition, and context variables, such as setting, purpose, audience, and subject;
- (b) Demonstrated knowledge and experiences in oral communication genre, such as television news, documentary, and editorial reporting;

- (c) Demonstrated knowledge of critical skills associated with oral communicative arts, including critical stances, relationship between the critic and the critical object, and the social value of criticism;
- (d) Demonstrated knowledge of responsible communication, including ethical consciousness, free speech, and objectivity; and
- (e) Demonstrated knowledge and experiences in developing and directing activities, such as debate, forensics, radio and television management, and film society.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from §24:16:08:12.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:16:08:14 24:53:07:09. 7-12 mathematics education program.** ~~A 7-12 mathematics education program shall comply with all standards in general education, professional education, and 7-12 secondary education program requirements, and require coursework sufficient to constitute a major, with at least 50 percent in upper division coursework, which includes the following:~~

- ~~—— (1) Recognition and formulation of problems from situations within and outside of mathematics and application of the process of mathematical modeling to these real world problems;~~
- ~~—— (2) Systematic study of trigonometry, abstract algebra, linear algebra, Euclidean and non-Euclidean geometry, statistics, probability, differential and integral calculus, number theory, and discrete mathematics; and~~
- ~~—— (3) Skills to use the tools of mathematical reasoning, including computers, calculators, and other technology, concrete materials used as models, tables and graphs, and written hypotheses, explanations, and arguments.~~



The required courses and experiences of a 7-12 mathematics education program shall be aligned to the National Council of Teachers of Mathematics (NCTM) standards, 2003 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NCTM standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from §24:16:08:14.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**~~24:16:08:16~~ 24:53:07:10. 7-12 science education program.** ~~A 7-12 science education program shall comply with all standards in general education, professional education, and 7-12 secondary education program requirements, and require coursework sufficient to constitute a major in one of the specific content areas listed below, with at least 50 percent in upper division coursework, or a composite major, with a minimum of 18 hours in at least two of the specific program areas listed below. In addition, each 7-12 science education program shall require study in the processes by which science produces new knowledge and the nature of that knowledge, study in the history and philosophy of the particular science and the interrelationships among sciences, and study in health and safety procedures and conditions in science classrooms and laboratories. Coursework requirements include:~~

~~—— (1) Biology program. Coursework shall include a systematic, quantitative, and qualitative study of the fundamentals of biology content, to include the study of:~~

~~—— (a) The relationship of species, ecology, morphology, anatomy, physiology, genetics, development and classification of plants, animals, fungi, protista, and monera; and~~

~~———— (b) Structure and function of organisms at all levels of complexity from the molecular to the organ system;~~

~~———— (2) Chemistry program. Coursework shall include a systematic, quantitative, and qualitative study of:~~

~~———— (a) Fundamental principles of chemistry, biochemistry, and inorganic chemical nomenclature;~~

~~———— (b) Descriptive study of elements, molecules, and formula units;~~

~~———— (c) Study of organic chemistry with emphasis on reaction mechanisms, organic chemical nomenclature, and identification of organic substance through chemical and spectrophotometric means;~~

~~———— (d) Analytical chemistry with emphasis on fundamentals of analysis, wet chemist assay methods, separation chemistry, and relevant instrumentation; and~~

~~———— (e) Physical chemistry with emphasis on kinetic theory, thermodynamics, thermochemistry, electrochemistry, and quantum chemistry;~~

~~———— (3) Physics program. Coursework shall include a systematic, quantitative, and qualitative study of:~~

~~———— (a) Fundamental principles and laws of physics with emphasis on classical physics, optics, machines, fluid mechanics, kinetic theory, electrostatics, magnetism, electricity, and light;~~

~~———— (b) Fundamental atomic and nuclear physics with special emphasis on quantum mechanics, radioactivity, nuclear reactions, elementary particles, and instrumentation;~~

~~———— (c) Modern physics with emphasis on relativity, wave theory, statistical mechanics, and solid state; and~~

~~———— (d) Astrophysics or space science with emphasis on cosmology, characteristics of solar and galactic systems, instrumentation, and history of astronomy; and~~

~~———— (4) Earth science program. Coursework shall include a systematic, quantitative, and qualitative study of:~~

~~———— (a) Fundamental principles and laws of earth science with emphasis on physical geology, historical geology, paleontology, and geochemistry;~~

~~———— (b) Fundamental meteorology with emphasis on nomenclature, mapping, instrumentation, and weather prediction;~~

~~———— (c) Oceanography or hydrology with emphasis on origins, hydrologic cycles, aquatic life, composition, and water currents; and~~

~~———— (d) Astronomy or space science with emphasis on cosmology, origin of the solar system, characteristics of solar and galactic systems, instrumentation, and history of astronomy.~~

~~———— (5) Physical science program. Coursework requirements include:~~

~~———— (a) A balance of coursework that complies with the standards of the chemistry program and the physics program, and;~~

~~———— (b) Coursework in two of the following disciplines: astronomy, geology, or meteorology.~~

The required courses and experiences of a 7-12 science education program shall be aligned to the National Science Teachers Association (NSTA) standards, 2004 edition, inclusive of the NSTA secondary science content recommendations for the applicable science program and the specific program content requirements that follow.

- (1) A science composite program shall demonstrate knowledge and experiences of at least two of the programs listed below in subsections (2) through (6).

- (2) A 7-12 biology education program shall be aligned to the demonstrated knowledge and experiences in the systematic, quantitative, and qualitative study of the fundamentals of biology content, to include the study of:
- (a) The relationship of species, ecology, morphology, anatomy, physiology, genetics;
  - (b) The development and classification of plants, animals, fungi, protista, and monera; and
  - (c) The structure and function of organisms at all levels of complexity from the molecular to the organ system; and
- (3) A 7-12 chemistry education program shall be aligned to the demonstrated knowledge and experiences in the systematic, quantitative, and qualitative study of:
- (a) Fundamental principles of chemistry, biochemistry, and inorganic chemical nomenclature;
  - (b) Descriptive study of elements, molecules, and formula units;
  - (c) Study of organic chemistry with emphasis on reaction mechanisms, organic chemical nomenclature, and the identification of organic substances through chemical and spectrophotometric means; and
  - (d) Analytical chemistry with emphasis on the fundamentals of analysis, wet chemist assay methods, separation chemistry, and relevant instrumentation; and
- (4) A 7-12 physics education program shall be aligned to the demonstrated knowledge and experiences in the systematic, quantitative, and qualitative study of:

- (a) Fundamental principles and laws of physics with emphasis on classical physics, optics, machines, fluid mechanics, kinetic theory, electrostatics, magnetism, electricity, and light;
  - (b) Fundamental atomic and nuclear physics with special emphasis on quantum mechanics, radioactivity, nuclear reactions, elementary particles, and instrumentation;
  - (c) Modern physics with emphasis on relativity, wave theory, statistical mechanics, and solid state; and
  - (d) Astrophysics or space science with emphasis on cosmology, characteristics of solar and galactic systems, instrumentation, and the history of astronomy; and
- (5) A 7-12 earth science education program shall be aligned to the demonstrated knowledge and experiences in the systematic, quantitative, and qualitative study of:
- (a) Fundamental principles and laws of earth science with emphasis on physical geology, historical geology, paleontology, and geochemistry;
  - (b) Fundamental meteorology with emphasis on nomenclature, mapping, instrumentation, and weather prediction;
  - (c) Oceanography or hydrology with emphasis on origins, hydrologic cycles, aquatic life, composition, and water currents; and
  - (d) Astronomy or space science with emphasis on cosmology, the origin of the solar system, characteristics of solar and galactic systems, instrumentation, and the history of astronomy; and

(6) A 7-12 physical science education program shall be aligned to the demonstrated knowledge and experiences of a physical science program, which includes:

- (a) Experiences within the standards of the chemistry program and the physics program, and
- (b) Experiences in two of the following disciplines: astronomy, geology, or meteorology.

Each 7-12 science education program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NSTA standards and to demonstrate competency on the multiple assessment measures of 24:53:04, 24:53:05, and 24:53:06.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 31 SDR 129, effective March 22, 2005; transferred from §24:16:08:16.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:16:08:18 24:53:07:11. 7-12 social science education program.** ~~A 7-12 social science education program shall comply with all standards in general education, professional education, and 7-12 secondary education program requirements, and require coursework sufficient to constitute a major in one of the specific content areas listed below, with at least 50 percent in upper division coursework:~~

~~—— (1) Social science —— composite program: completion of a comprehensive major which includes a balance of coursework in the specific areas of social science as listed in subdivisions (2) to (7), inclusive;~~

——(2) Social science — economics: the study of the principles and processes underlying current problems and practices in various economic systems, the application of social and governmental controls to economics, and current approaches to consumer education and free enterprise curricula;

——(3) Social science — geography: the study of Earth's people, environments, and places from a spatial perspective. Specific themes include location, regions, physical and human elements of place, human interaction with the natural environment, and movement of people, materials, and ideas;

——(4) Social science — history: the study of the origin and historical development of various cultures throughout the world; the interplay of geographical, economic, political, cultural, and social forces in shaping civilizations in the western and/or non-western worlds, the meaning of South Dakota and United States heritage; and the economic, political, cultural, and social background of contemporary life in South Dakota and in the United States as related to each other and to the world setting;

——(5) Social science — political science: the study of the nature of government in modern society; local, state, and national units of government in the United States including comparisons with similar and dissimilar forms of government in other countries; the history of political ideas; international issues; varieties of political behaviors; and efforts to choose, make, and evaluate public policy;

——(6) Social science — psychology: the study of the history and basic principles of psychology; the physiological, affective, and cognitive foundations of behavior; the social basis and development of behavior; the concepts of normal and abnormal behavior; professional ethics; and emerging areas of psychology research; and

~~—— (7) Social science — sociology: the study of the institutions in United States society; major problems such as those relating to minority groups, health and medical care, employment and industrial relations, crime and delinquency, poverty, and alcohol and drug abuse; energizing sociological issues; and similarities and differences existing among the world's cultural institutions and peoples.~~

The required courses and experiences of a 7-12 social science education program, except for the sociology program, shall be aligned to the National Council for the Social Studies (NCSS) standards, 2003 edition, inclusive of the NCSS subject matter, disciplinary, and programmatic standards for the following applicable social science program and the specific program content requirements:

- (1) A 7-12 social science composite education program shall be aligned to the demonstrated knowledge and experiences inclusive of each of the standards below for economics, geography, history, political science, psychology, and sociology programs;
- (2) A 7-12 economics education program shall be aligned to the demonstrated knowledge and experiences in the principles and processes underlying current problems and practices in various economic systems, the application of social and governmental controls to economics, and current approaches to consumer education and free enterprise curricula;
- (3) A 7-12 geography education program shall be aligned to the demonstrated knowledge and experiences in the study of Earth's people, environments, and places from a spatial perspective. Specific themes include location, regions, physical and human elements of place, human interaction with the natural environment, and the movement of people, materials, and ideas;



- (4) A history program shall be aligned to the demonstrated knowledge and experiences in the study of the origin and historical development of various cultures throughout the world; the interplay of geographical, economic, political, cultural, and social forces in shaping civilizations in the western and/or non-western worlds; the meaning of South Dakota and United States heritage; and the economic, political, cultural, and social background of contemporary life in South Dakota and in the United States as related to each other and to the world settings;
- (5) A political science program shall be aligned to the demonstrated knowledge and experiences in the study of the nature of government in modern society; local, state, and national units of government in the United States including comparisons with similar and dissimilar forms of government in other countries; the history of political ideas; international issues; varieties of political behaviors; and efforts to choose, make, and evaluate public policy; and
- (6) A psychology program shall be aligned to the demonstrated knowledge and experiences in the study of the history and basic principles of psychology; the physiological, affective, and cognitive foundations of behavior; the social basis and development of behavior; the concepts of normal and abnormal behavior; professional ethics; and emerging areas of psychology research.

Each of the 7-12 social science education programs above shall require candidates to demonstrate the content, pedagogical, and professional knowledge, and skills identified in the NCSS standards and to demonstrate competency on the multiple assessment measures of 24:53:04, 24:53:05, and 24:53:06.

A 7-12 sociology education program shall be aligned to the demonstrated knowledge and experiences in the study of the institutions in United States society; major problems such as those relating to minority groups, health and medical care, employment and industrial relations, crime and delinquency, poverty, and alcohol and drug abuse; energizing sociological issues; and similarities and differences existing among the world's cultural institutions and peoples. The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge, and skills identified in the above standards and to demonstrate competency on the multiple assessment measures of 24:53:04, 24:53:05, and 24:53:06.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from §24:16:08:18.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:16:08:20 24:53:07:12. 7-12 vocational technical education program 7-12 career and technical education program.** ~~A 7-12 vocational technical education program shall comply with all standards in general education, professional education, and 7-12 secondary education program requirements, and require:~~

- ~~—— (1) 6,000 hours of occupational work experience within the last five years in a trade and industry or health and human services occupation for which the department approves 7-12 vocational technical programs. If competence in the appropriate occupational field is not a prerequisite for admission into a vocational technical education program, the institution shall arrange vocational training or supervised work experience, or both; and~~
- ~~—— (2) Completion of coursework, mentorship program, or combination of both which ensures that the candidate has knowledge of and experience in the following:~~

- ~~—— (a) History and philosophy of vocational technical education;~~
- ~~—— (b) Authentic assessment;~~
- ~~—— (c) Organization and coordination of cooperative educational programs; and~~
- ~~—— (d) Vocational technical curriculum construction and delivery.~~

The required courses and experiences of a 7-12 vocational career and technical education program shall be aligned to the standards below,

1. Documented competency of occupational work experience, educational training or coursework in a career occupation for which the department approves 7-12 career and technical programs. If competence in the appropriate occupational field is not a prerequisite for admission into a career and technical education program, the institution shall arrange occupational training or supervised work experience, or both; and
2. Demonstrated knowledge of and experience in the following:
  - a) History, Current Issues & Trends in Career and Technical Education
  - b) Authentic assessment;
  - c) Organization and coordination of work-based learning and career and technical educational programs; and
  - d) Career and technical education curriculum construction and delivery.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the standards above and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from §24:16:08:20.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:16:08:22 24:53:07:13.** **7-12 agriculture education program.** ~~A 7-12 agriculture education program shall comply with all standards in general education, professional education, and 7-12 secondary education program requirements, and require coursework sufficient to constitute a major, which includes the following:~~

~~—— (1) 2,000 hours of a practical occupational work experience in the agricultural industry verified by the institution;~~

~~—— (2) An understanding of the biological, physical, and applied sciences as they relate to practical solutions of agricultural problems;~~

~~—— (3) A broad and comprehensive study of the essentials in both production agriculture and agribusiness;~~

~~—— (4) A sequence of studies and experiences which provide basic knowledge, understanding, and competence in the following areas:~~

~~—— (a) Plant and horticulture science;~~

~~—— (b) Animal science;~~

~~—— (c) Agricultural business management;~~

~~—— (d) Agricultural mechanization science;~~

~~—— (e) Agricultural marketing;~~

~~—— (f) Food science; and~~

~~—— (g) Natural resources, ecology, and environment;~~

~~—— (5) Studies and experiences which enable the prospective teacher to perform the appropriate occupational skills while working with pupils and adults in projects and programs related to agricultural instruction;~~

~~—— (6) Leadership development through required study and practice of speech and group cooperative efforts; and~~

~~—— (7) Completion of requirements in §24:16:08:20(2).~~

The required courses and experiences of a 7-12 agriculture education program shall be aligned to the standards below.

- 1) Documented competency of a practical occupational work experience in the agricultural industry.;
- 2) Demonstrated knowledge and understanding of the biological, physical, and applied sciences as they relate to practical solutions of agricultural problems;
- 3) Demonstrated knowledge and understanding broad and comprehensive study of the essentials in both production agriculture and agribusiness;
- 4) Demonstrated knowledge, understanding, and competence in the following areas:
  - a) Plant and horticulture science;
  - b) Animal science;
  - c) Agricultural business management;
  - d) Agricultural mechanization science;
  - e) Agricultural marketing;
  - f) Food science; and
  - g) Natural resources, ecology, and environment;
- 5) Demonstrated competency in the ability to perform appropriate occupational skills while working with pupils and adults in projects and programs related to agricultural instruction;

- 6) Demonstrated competence in leadership development through practice of speech and group cooperative efforts.
- 7) Demonstrated knowledge of and experience in the following:
  - a) History, Current Issues & Trends in Career and Technical Education
  - b) Authentic assessment;
  - c) Organization and coordination of work-based learning and career and technical educational programs; and
  - d) Career and technical education curriculum construction and delivery.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the standards above and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 27 SDR 32, effective October 11, 2000; transferred from §24:16:08:22.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:16:08:23 24:53:07:14. 7-12 business education program.** ~~A 7-12 business education program shall comply with all standards in general education, professional education, and 7-12 secondary education program requirements, and require coursework sufficient to constitute a major, with at least 50 percent in upper division coursework, which includes the following:~~

- ~~—— (1) Study of accounting, computation, and finance;~~
- ~~—— (2) Study of economics and international business;~~
- ~~—— (3) Study of business law, management, marketing, entrepreneurship education, and interrelationships of business functions, including national policies, ethics, and political thinking;~~

- ~~—— (4) Study of communications and career development;~~
- ~~—— (5) Study of information systems;~~
- ~~—— (6) Study of office technology, including study related to 7-12 program planning and development; and~~
- ~~—— (7) Business-related occupational work-based practicum or internship.~~

The required courses and experiences of a 7-12 business education program shall be aligned to the National Business Education Association (NBEA) standards, 2001 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NBEA standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 27 SDR 32, effective October 11, 2000; transferred from §24:16:08:23.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:16:08:25 24:53:07:15. 7-12 home economics/family and consumer sciences education program.** ~~A 7-12 home economics/family and consumer science education program shall comply with all standards in general education, professional education, and 7-12 secondary education program requirements, and require coursework sufficient to constitute a major, which includes the following:~~

- ~~—— (1) Study of communication skills that nurture positive relationships within the family, workplace, and diverse communities;~~
- ~~—— (2) Study of diversity in human/individual and family development;~~
- ~~—— (3) Study of parenting roles and responsibilities;~~

- ~~—— (4) Study of nutrition, health, and total wellness;~~
- ~~—— (5) Study of consumer and family resource management (including housing, clothing, health/community services, and finances) to achieve goals throughout the life span;~~
- ~~—— (6) Study of employability skills, life planning, and careers in home economics/family and consumer sciences;~~
- ~~—— (7) The study of balancing work and family responsibilities with an emphasis on decision making in the management of multiple roles; and~~
- ~~—— (8) Completion of requirements in § 24:16:08:20(2).~~

The required courses and experiences of a 7-12 family and consumer sciences education program shall be aligned to the National Association of Teacher Educators for Family & Consumer Sciences (NATEFACS) standards, 2004 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NATEFACS standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from §24:16:08:25.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**~~24:16:08:26~~ 24:53:07:16. 7-12 marketing education program.** A 7-12 marketing education program shall comply with all standards in general education, professional education, and 7-12 secondary education program requirements, and require coursework sufficient to constitute a major, with at least 50 percent in upper division coursework, which includes the following:



(1) Study of marketing, purchasing, merchandising, promotion/advertising, salesmanship, information systems, entrepreneurship education, management, international marketing, national policies, ethics, and political thinking;

(2) Demonstrated competency to plan, develop, and implement a marketing education work-based learning experience; and

(3) Marketing/retailing experience related to an occupational work-based practicum.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from §24:16:08:26.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:16:08:28 24:53:07:17. 7-12 technology education program 7-12 industrial technology program.** ~~A 7-12 technology education program shall comply with all standards in general education, professional education, and 7-12 secondary education program requirements, and require coursework sufficient to constitute a major, which includes the following:~~

~~—— (1) An understanding of the foundations, philosophy, principles, and methods of technology education used in schools at the elementary, middle, secondary, and adult levels;~~

~~—— (2) Understanding of the role of technology education in relation to technical, trade, and industrial education and to other components of the general school program;~~

~~—— (3) An awareness of the various definitions, philosophies, and framework of technology education;~~

- ~~—— (4) Information and application activities, with a systems orientation, in the areas of graphic communications, electronic communications, manufacturing, construction, transportation, power, and bio-related technologies;~~
- ~~—— (5) Opportunities to assess and manage the resources of technology, such as information, time, energy, materials, people, capital, tools, and machines;~~
- ~~—— (6) Opportunities to apply the principles of design and technological problem solving methods;~~
- ~~—— (7) Opportunities to design, produce, and test individual products by using tools and materials similar to those in industry;~~
- ~~—— (8) Information and experiences regarding computers and information systems, including planning, set up, usage, and evaluation; and~~
- ~~—— (9) Opportunities for activities and experiences in managing, maintaining equipment, and developing curriculum for a modern technology education laboratory.~~

The required courses and experiences of a 7-12 industrial technology education program shall be aligned to the International Technology Education Association (ITEA) standards, 2003 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the ITEA standards, and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from §24:16:08:28.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

~~24:16:08:30~~ 24:53:07:18. **K-12 education program.** ~~A K-12 education program shall comply with all standards in general education and professional education and require professional education work and an academic major that meets standards of teaching programs in article 24:16 in the following areas:~~

- ~~—— (1) Art;~~
- ~~—— (2) Educational technology;~~
- ~~—— (3) World languages;~~
- ~~—— (4) Library media;~~
- ~~—— (5) Composite music or instrumental music or vocal music;~~
- ~~—— (6) Physical education;~~
- ~~—— (7) Comprehensive school health;~~
- ~~—— (8) Special education;~~
- ~~—— (9) South Dakota Indian studies;~~
- ~~—— (10) Reading specialist;~~
- ~~—— (11) Professional education that includes coursework and training in the following:~~
  - ~~—— (a) A course in teaching reading in the content area and a methodology course specific to the discipline;~~
  - ~~—— (b) Developmental characteristics of the elementary level, middle level, and secondary level learner and of the student with disabilities;~~
  - ~~—— (c) Curriculum development which uses the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established K-12 academic standards to design an instructional program which facilitates student achievement and promotes lifelong learning; and~~
  - ~~—— (d) Integrating technology into teaching and learning;~~

~~—— (12) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies; and~~

~~—— (13) Verification that the candidate has completed the following competencies:~~

~~—— (a) Design of curriculum and instructional strategies for middle level learners;~~

~~—— (b) Developmental characteristics of the middle level learner; and~~

~~—— (c) Concepts of middle level education or the middle level learner.~~

All K-12 education programs shall require coursework sufficient to constitute an academic major and demonstrated competencies in the following areas of professional education;

- 1) Competency in the teaching of content area literacy and instructional methods in the content area specific to the discipline;
- 2) Knowledge of the developmental characteristics of the elementary level, middle level, and secondary level learner and of the student with disabilities;
- 3) Knowledge of curriculum development that uses the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established K-12 academic standards to design an instructional program that facilitates student achievement and promotes lifelong learning;
- 4) Integrating technology into teaching and learning;
- 5) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies; and
- 6) Verification that the candidate has completed studies and field experiences in the following:
  - a) Design of curriculum and instructional strategies for middle level learners;
  - b) Developmental characteristics of the middle level learner; and

c) Concepts of middle level education or the middle level learner.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 27 SDR 32, effective October 11, 2000; transferred from §24:16:08:30.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:16:08:31 24:53:07:19. K-12 art education program.** ~~A K-12 art education program shall comply with all standards in general education, professional education, and K-12 education program requirements, and require coursework sufficient to constitute a major, which includes the following:~~

~~—— (1) Knowledge, understanding, and appreciation of art in past cultures with emphasis on the relationship of art to the culture in which it was produced and its influence on subsequent cultures;~~

~~—— (2) Development of the candidate's ability to set goals for students' learning based on clear conceptions of how art links students to broad human purpose;~~

~~—— (3) Utilization of the knowledge of art, art materials, and psychology of human behavior to help students understand, create, interpret, and evaluate art; and~~

~~—— (4) Development of the candidate's proficiency in at least one medium and to utilize several media including painting, drawing, sculpture, crafts, conceptual art, and other emerging technologies and media.~~

The required courses and experiences of a K-12 education program shall be aligned to the National Art Education Association (NAEA) *National Visual Arts Standards*, 1999 edition, or to the National Association of Schools of Art and Design (NASAD) standards published in the *NASAD Handbook and Handbook Addendum*, 2005-2006 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NAEA standards or in the NASAD standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from §24:16:08:31.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:16:08:33 24:53:07:20. K-12 comprehensive school health education program.** ~~A K-12 comprehensive school health education program shall comply with all standards in general education, professional education, and K-12 education program requirements, and require coursework sufficient to constitute a major, which includes competence in designing, implementing, administering, and evaluating a total comprehensive school health education curriculum that includes:~~

- ~~—— (1) Personal health;~~
- ~~—— (2) Nutrition;~~
- ~~—— (3) Individual growth and development;~~
- ~~—— (4) Injury prevention and safety;~~
- ~~—— (5) Tobacco, alcohol, and other drugs;~~
- ~~—— (6) Family living;~~
- ~~—— (7) Consumer and community health;~~
- ~~—— (8) Environmental health;~~
- ~~—— (9) Communicable and chronic diseases; and~~

~~—— (10) Mental and emotional health.~~

The required courses and experiences of a K-12 comprehensive school health education program shall be aligned to the American Alliance for Health, Physical Education, Recreation, and Dance/American Association for Health Education (AAHPERD/AAHE) standards, 2001 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in AAHPERD/AAHE standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from §24:16:08:33.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:16:08:35 24:53:07:21. K-12 educational technology program.** ~~A K-12 educational technology education program shall comply with all standards in general education, professional education, and K-12 education program requirements, and require course work sufficient to constitute a major, with 50 percent in upper division coursework, which includes the following:~~

~~—— (1) Study in basic educational technology that builds a foundation for using computers and related technologies in educational setting. Content includes:~~

~~—— (a) Basic computer/technology operations and concepts;~~

~~—— (b) Personal and professional use of technology; and~~

~~—— (c) Appropriate use of technology in instruction.~~

~~—— (2) Study in basic educational technology that provides concepts and skills preparing teachers to teach applications and use technology to support other content areas. Topics include:~~

~~—— (a) Social, ethical, and human issues;~~

- ~~———— (b) Productivity tools;~~
- ~~———— (c) Telecommunications and information access;~~
- ~~———— (d) Research, problem solving, and product development;~~
- ~~———— (3) Preparation in educational technology that prepares teachers for integrating teaching methodologies with knowledge about use of technology to support teaching and learning. Content includes:~~
  - ~~———— (a) Teaching methodology; and~~
  - ~~———— (b) Hardware/software selection, installation, and maintenance; and~~
- ~~———— (4) Study in educational technology leadership that prepares teachers for exhibiting leadership in the identification, selection, installation, maintenance, and management of computing hardware and software and the uses of computers and related technologies throughout the curriculum. Content includes:~~
  - ~~———— (a) Research and theories;~~
  - ~~———— (b) Instructional design and product development;~~
  - ~~———— (c) Information access and delivery;~~
  - ~~———— (d) Operating systems; and~~
  - ~~———— (e) Software/hardware selection, installation, and maintenance.~~

The required courses and experiences of a K-12 educational technology program shall be aligned to the International Society for technology in Education (ISTE) standards, 2002 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the ISTE standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.



**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from §24:16:08:35.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:16:08:38 24:53:07:22. K-12 music education program.** ~~A K-12 music education program shall comply with all standards in general education, professional education, and K-12 education program requirements, and require coursework sufficient to constitute a major, which includes the following:~~

- ~~—— (1) Studies of the language and grammar of music, common elements of music, rhythm, melody, harmony, timbre, texture, dynamics, form, and their interaction;~~
- ~~—— (2) Ability to convey an understanding of music elements in both aural and visual analysis;~~
- ~~—— (3) Study and experiences designed to develop the following:~~
  - ~~—— (a) Basic conducting skills, score reading, and rehearsal techniques;~~
  - ~~—— (b) Ability to compose, arrange, transpose, and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations;~~
  - ~~—— (c) Ability to guide creative experiences and improvise in an extemporaneous performance;~~
  - ~~—— (d) Proficiency on piano sufficiently advanced for demonstration;~~
  - ~~—— (e) Advanced ability sufficient to ensure accurate and musically expressive performance;~~
  - ~~—— (f) Ability to perform in large ensembles and a variety of small ensembles; and~~
  - ~~—— (g) Ability to select, evaluate, and use literature and materials suitable for teaching music at all levels;~~

~~—— (4) Study of music history and literature, the relationship of music and other arts in past and contemporary cultures, and the placement of compositions according to historical and stylistic perspectives;~~

~~—— (5) Study and experiences designed to develop knowledge of and performance ability of the voice sufficient to teach vocal/choral music;~~

~~—— (6) Experiences in performing vocally in solo and in ensembles, conducting choral and instrumental ensembles, and teaching vocal students individually, in small and large groups, and in general music settings for vocal/choral music programs;~~

~~—— (7) Study and experiences designed to develop knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach students in heterogeneous and homogeneous groups in instrumental music programs;~~

~~—— (8) Experiences in performing on an instrument in solo and in small and large ensembles, conducting instrumental and choral ensembles, and teaching instrumental students individually and in small and large groups for instrumental music programs; and~~

~~—— (9) Study to develop the process skills of analysis, synthesis, and evaluation essential to the arts.~~

~~—— A composite music education program must comply with subdivisions 1 to 9, inclusive. A vocal music education program must comply with subdivisions 1 to 6, inclusive, and with subdivision 9. An instrumental music education program must comply with subdivisions 1 to 4, inclusive, and subdivisions 7 to 9, inclusive.~~

The required courses and experiences of a K-12 music education program shall be aligned to the Music Educators National Conference (MENC) standards, 1994 edition, or the National

Association of Schools of Music (NASM) standards published in the *NASM Handbook and Handbook Addendum, 2005-2006 edition.*

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in MENC or NASM standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from §24:16:08:38.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

~~24:16:08:40 24:53:07:23. K-12 physical education program. A K-12 physical education program shall comply with all standards in general education, professional education, and K-12 education program requirements, and require coursework sufficient to constitute a major, which includes the following:~~

~~—— (1) Study designed to develop knowledge of the aims and objectives of physical education in the schools;~~

~~—— (2) Knowledge of the structure and function of the human body, including the principles of human physiology, anatomy, basic body chemistry, exercise science, and adapted physical education;~~

~~—— (3) Study of the behavioral and social sciences pertinent to physical education;~~

~~—— (4) Study and experience designed to develop the skills and capability to lead, analyze, and make prescriptions to enhance student motor performance in fundamental motor skills, gymnastics, rhythms and dance, outdoor recreation, individual and dual activities, and competitive and noncompetitive team activities (excluding participation in interscholastic sports);~~

~~—— (5) Study and experience designed to develop knowledge and skills in organizing, planning, administering, and evaluating a total program of physical education, including intramural, recreational, and interscholastic activities;~~

~~—— (6) Demonstrated competence in the care and prevention of athletic injuries; and~~

~~—— (7) Study of the common areas of disabilities, the state and federal laws dealing with education of students with disabilities, and modifications for teaching those students who may be placed appropriately in regular physical education and adapted physical education classes.~~

The required courses and experiences of a K-12 physical education program shall be aligned to the American Alliance for Health, Physical Education, Recreation, and Dance/ National Association of Sport and Physical Education (AAHPERD/NASPE) standards, 2001 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in AAHPERD/NASPE standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06..

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from §24:16:08:40.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:16:08:43 24:53:07:24. K-12 South Dakota Indian studies education program.** ~~A K-12 South Dakota Indian studies education program shall comply with all standards in general education, professional education, and K-12 education program requirements, require coursework sufficient to constitute a major, with at least 50 percent in upper division coursework, and require study and experience in the:~~

- ~~—— (1) History of the South Dakota American Indian languages and how oral and written language is acquired, understood, and used;~~
- ~~—— (2) Culture, social, political, and economic systems of South Dakota American Indians;~~
- ~~—— (3) Psychology, philosophy, and education of South Dakota American Indians; and~~
- ~~—— (4) Contemporary literature of South Dakota American Indians and other Native Americans.~~

The required courses and experiences of a K-12 South Dakota Indian studies education program shall be aligned to the standards below;

- 1) Demonstrated knowledge of the history of the South Dakota American Indian languages and how oral and written language is acquired, understood, and used;
- 2) Demonstrated knowledge of the culture, social, political, and economic systems of South Dakota American Indians;
- 3) Demonstrated knowledge of the psychology, philosophy, and education of South Dakota American Indians; and
- 4) Demonstrated knowledge of contemporary literature of South Dakota American Indians and other Native Americans.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skill, identified in the standards above and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06..

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from §24:16:08:43.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

~~24:16:08:45~~ 24:53:07:25. **K-12 special education program.** ~~A K-12 special education program shall comply with all standards in general education, professional education, and K-12 education program requirements, and require coursework sufficient to constitute a major with at least 50 percent upper division, which includes the following:~~

~~—— (1) Etiology and characteristics of disabilities as defined by the Individuals with Disabilities Education Act Amendments of 1997, H.R. 105-17 (June 4, 1997) and by chapter 24:05:24.01, and the impact of each disability on the learning process;~~

~~—— (2) Assessment, evaluation, and screening instruments and strategies to include:~~

~~—— (a) Development, selection, administration, and interpretation of formal and informal instruments and strategies used to determine the level of individual student performance in academic, cognitive, communicative, social, emotional, behavioral, psychomotor, prevocational/vocational, social, and independent living skills areas;~~

~~—— (b) Application of evaluation and other information in determining whether a student has a disability and requires special education or special education and related services; and~~

~~—— (c) Application of evaluation and other information in development and implementation of an individual education program appropriate to students' needs;~~

~~—— (3) The placement committee process, including:~~

~~—— (a) Roles and responsibilities of required members as described in chapter 24:05:25;~~

~~—— (b) Development of individual educational programs consistent with the requirements of chapter 24:05:27;~~

~~—— (c) Development and implementation of positive behavior management to include interventions, strategies, and supports as appropriate for individual students;~~

~~———— (d) Development and implementation of supplementary aids and services, program modifications, and supports necessary for students with disabilities to be involved and progress in the general curriculum and in extracurricular and nonacademic activities;~~

~~———— (e) Monitoring student progress toward annual goals as stated on the individual's educational program; and~~

~~———— (f) Organization, maintenance, and appropriate use of student records;~~

~~———— (4) Instructional strategies, materials, and equipment to include:~~

~~———— (a) Development, implementation, and evaluation of a variety of instructional approaches for students with disabilities to meet their needs as determined by the placement committee and described on the individual education plan (IEP);~~

~~———— (b) Selection, adaptation, and use of commercial and teacher made media and instructional materials to provide specially designed instruction to students with disabilities;~~

~~———— (c) Adaptation of environment, equipment and devices, teaching materials, and instructional methodology needed to provide students with disabilities appropriate education in the least restrictive environment; and~~

~~———— (d) Basic knowledge of assistive technology devices and services necessary for students with disabilities to receive a free appropriate public education;~~

~~———— (5) Communication skills and use of resources and services to include:~~

~~———— (a) Knowledge of transition planning as defined in § 24:05:27:13.02;~~

~~———— (b) Basic knowledge of the early intervention service system for infants and toddlers with disabilities, the rehabilitation service system, and other interagency service systems;~~

~~———— (c) Use of internal and community resources to improve educational programs for students with disabilities; and~~

~~—— (d) Effective functioning as multidisciplinary team members, consultants, and service providers; and~~

~~—— (6) Basic knowledge of national and state laws, policies, and procedures which affect children and youth with disabilities.~~

~~—— A deaf/hearing impaired program must comply with this section specific to individuals who are deaf/hearing impaired and subdivision 24:16:08:46(1), K-12 special education endorsement program—deaf/hearing impaired.~~

~~—— A blind/visually impaired program must comply with this section specific to individuals who are blind/visually impaired and subdivision 24:16:08:46(2), K-12 special education endorsement program—blind/visually impaired.~~

The required courses and experiences of a K-12 special education program shall be aligned to the Council for Exceptional Children (CEC) standards, 2001 edition.

The required courses and experiences of a deaf/hearing impaired program shall be aligned to the Council for Exceptional Children (CEC) Deaf program standards, 2001 edition.

The required courses and experiences of a blind/visually impaired program shall be aligned to the Council for Exceptional Children (CEC) Visually Impaired program standards, 2001 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in CEC standards and to demonstrate competency on the multiple assessment measures of 24:53:04, 24:53:05, and 24:53:06, 2001 edition.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from §24:16:08:45.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.



**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:16:08:48 24:53:07:26.** **K-12 world language education program.** ~~A K-12 world language program shall comply with all standards in general education, professional education, and K-12 education program requirements, and require coursework sufficient to constitute a major with 50 percent upper division, which includes the following:~~

- ~~—— (1) Study designed to develop skills in the use of the target language, including the following:~~
  - ~~—— (a) Understanding the language as spoken by a native at a normal conversational tempo;~~
  - ~~—— (b) Speaking the language with sufficient command of vocabulary, phonology, and syntax to carry on conversations with native speakers;~~
  - ~~—— (c) Reading the language with immediate comprehension; and~~
  - ~~—— (d) Writing the language at a level of clarity and correctness which is acceptable to native speakers;~~
- ~~—— (2) Study designed to develop skill in language analysis, including the following:~~
  - ~~—— (a) Analyzing the phonology, morphology, and syntax of the language and clarifying the differences and similarities between the language and English; and~~
  - ~~—— (b) Using the knowledge derived from applied linguistics in studying the language;~~
- ~~—— (3) Study designed to provide knowledge of the target culture, including the following:~~
  - ~~—— (a) Classifying the principal ways in which the culture resembles and differs from that of the United States;~~
  - ~~—— (b) Understanding geography, history, social customs, literature, arts, and music and their role in the contemporary civilization of the culture; and~~
  - ~~—— (c) Displaying knowledge of representative literary masterpieces; and~~

~~—— (4) Study designed to provide for the development of the unique abilities necessary to teach the target language, including the following:~~

~~—— (a) Conducting classroom activities exclusively in the language;~~

~~—— (b) Devising drills and exercises that develop student knowledge of the structure of both the language and English;~~

~~—— (c) Guiding students toward free, personal conversation in the language;~~

~~—— (d) Creating situations which cause students to use the language;~~

~~—— (e) Using a variety of learning situations which bring the reality of the culture closer to the student; and~~

~~—— (f) Developing, encouraging, and promoting student participation in activities and events which reflect the contemporary ways of life of the culture.~~

~~—— The preparation of teachers of classical languages shall follow the standards in this section, except that the emphasis shall be on understanding the language and gaining control of its sounds, structure, and vocabulary rather than on conversational objectives.~~

The required courses and experiences of a K-12 world language education program shall be aligned to the American Council on the Teaching of Foreign Languages (ACTFL) standards, 2002 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in ACTFL standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from §24:16:08:48.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:16:08:52 24:53:07:27. K-12 reading specialist program.** A K-12 reading specialist program shall require the following:

- (1) A master's degree with an emphasis in reading; and
  - (2) Three years of teaching experience in a K-12 setting; and
  - ~~(3) Study of varied theoretical orientations to reading development and reading education;~~
- and
- ~~—— (4) Study of and actual or simulated experience in the following areas:~~
- ~~—— (a) Design, development, implementation, and evaluation of remedial, developmental, and accelerated reading programs and their interrelationship to the purpose of accomplishing specific tasks or for pleasure;~~
- ~~—— (b) Language process of reading, writing, listening, speaking, and their interrelationships;~~
- ~~—— (c) Use of child and adolescent literature and reading aloud;~~
- ~~—— (d) Individualization of the reading program as a means of personal and social growth;~~
- ~~—— (e) Collaboration with teachers, parents, and community to strengthen students' reading abilities in a comprehensive reading program; and~~
- ~~—— (f) Use of research as the basis for instructional decision making.~~

The required courses and experiences of a K-12 reading specialist program shall be aligned to the International Reading Association (IRA) standards, 2003 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in IRA standards and to demonstrate competency on the applicable multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from §24:16:08:52.

**General Authority:** 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** 13-42-3, 13-42-4.

**24:16:08:59 24:53:07:28.** **7-12 mathematics/science composite program.** ~~A 7-12 mathematics and science composite education program shall comply with all standards in general education, professional education, and 7-12 secondary education program requirements, and require coursework sufficient to constitute a composite major, with a minimum of 18 hours of mathematics coursework that meets the requirements of § 24:15:06:07 and a minimum of 18 hours of science coursework in at least one of the content areas of § 24:15:06:08.~~

The required courses and experiences of a 7-12 mathematics/science composite program shall be aligned to one of the specific science education programs of the National Science Teachers Association (NSTA) standards, 2004 edition, inclusive of the NSTA secondary science content recommendations for the applicable science program and the applicable science education content requirements of 24:16:08:16, and to the National Council of Teachers of Mathematics (NCTM) standards, 2003 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NSTA standards, the applicable science education program requirements, and the NCTM standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

**Source:** 31 SDR 129, effective March 22, 2005; transferred from §24:16:08:59.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

## CHAPTER 24:53:08

### REQUIREMENTS FOR ADMINISTRATIVE PROGRAMS

Section

24:53:08:01 Preschool through grade 12, preschool through grade eight, or grade 7 through grade 12.

24:53:08:02 Preschool through grade 12 career school superintendent program.

**24:16:09:01 24:53:08:01. Preschool through grade eight or 7-12 principal program**  
**Preschool through grade 12, preschool through grade eight, or grade 7 through grade 12**  
**principal program.** ~~A preschool through grade eight or 7-12 principal program~~ A preschool  
through grade 12, preschool through grade eight, or grade 7 through grade 12 principal program  
shall require:

- (1) A master's degree in education;
- (2) Three years of verified experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students;
- (3) Demonstrated competence related to the age/grade span for which authorization is sought, in the following: and;
  - ~~(a) Knowledge and skills related to group dynamics, decision making, goal setting, human relations, employer and employee relations, and communications;~~
  - ~~———— (b) Skills as a facilitator in the development of curriculum and evaluation for academic, vocational technical, technological, and special education programs and their interrelationships;~~
  - ~~———— (c) Knowledge and skills related to establishing partnerships with parents, business, industry, and other community members and agencies;~~

~~———— (d) Knowledge and skills in developing and implementing an effective staff selection, evaluation, and development process;~~

~~———— (e) Knowledge and skills to implement various organizational configurations including preschool and middle school;~~

~~———— (f) Orchestrating a faculty toward goals developed through systemic planning; and~~

~~———— (g) Identifying and utilizing the strengths of individual staff members; and~~

(4) Internship to include all job responsibilities of the principalship at the age/grade span for which authorization is sought. For a preschool through grade 12 principal program, the internship must include time spent in a least two of the levels of elementary school, junior high/middle school, or secondary school.

~~———— For a preschool through grade eight principal program, subdivision (3)(b) must include development and evaluation of curriculum for preschool through junior high school or middle school.~~

~~———— For a 7-12 principal program, subdivision (3)(b) must include development and evaluation of curriculum for middle school through secondary school.~~

~~———— For a preschool through grade 12 principal program, subdivision (3)(b) must include development and evaluation of curriculum for preschool through secondary school.~~

~~———— For a preschool through grade 12 principal program, subdivision (3)(c) must include implementation of organizational configurations for preschool through secondary school.~~

~~———— For a preschool through grade 12 principal program, subdivision (4) must include time spent in at least two of the levels of elementary school, junior high/middle school, or secondary school.~~

The required courses and experiences of a preschool through grade eight or 7-12

principal program shall be aligned to the Educational Leadership Constituent Council (ELCC) standards, 2001 edition.

The program shall require candidates to demonstrate the applicable content, pedagogical, and professional knowledge and skills identified in ELCC standards and to demonstrate competency on the applicable multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

~~Principal~~ The principal programs may be developed with multiple options to earn eligibility for a preschool through grade 12 principal program within the same masters degree or as an additional certification-only principal program.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 30 SDR 181, effective May 20, 2004; 30 SDR 211, effective July 5, 2004; transferred from § 24:16:09:01.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:16:09:02 24:53:08:02 Preschool through grade 12 career school superintendent program.** A preschool through grade 12 career school superintendent program shall require:

~~(1) A valid teacher certificate;~~

(1) Completion of an education specialist or doctoral degree;

(2) Three years of verified experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students; and

~~(3) Completion of an education specialist or doctoral degree which ensures:~~

~~(a) Competence in administration of academic, vocational-technical, technological and special education, funds and facilities, personnel administration, staff development, and systemic planning;~~

~~———— (b) Competency in processing skills such as discovering, diagnosing, goal setting, planning, decision making, establishing priorities, organizing, delegating, communicating, evaluating, conflict resolution, and researching;~~

~~———— (c) Knowledge of superintendency as it relates to school boards, unions, civic organizations, professional organizations, staff, and community; and~~

(4) ~~(3) Internship to include that allows participation in all job responsibilities of the principalship at the age/grade span for which authorization is sought cooperating superintendent.~~

The required courses and experiences of a preschool through grade 12 career school superintendent program shall be aligned to the Educational Leadership Constituent Council (ELCC) standards, 2001 edition.

The program shall require candidates to demonstrate the applicable content, pedagogical, and professional knowledge and skills identified in ELCC standards and to demonstrate competency on the applicable multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

**Source:** 25 SDR 13, adopted August 10, 1998, effective September 1, 2000; 30 SDR 181, effective May 20, 2004; 30 SDR 211, effective July 5, 2004; transferred from § 24:16:09:02.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

## **CHAPTER 24:53:09**

### **REQUIREMENTS FOR SCHOOL SERVICE PROGRAMS**

Section

24:53:09:01 Preschool through grade 12 school counselor education program.



24:53:09:02     Preschool through grade 12 school library media specialist education program.

24: 53:09:03     Birth to age 21 school psychologist education program.

24: 53:09:04     Birth to age 21 school speech/language pathologist education program.

24: 53:09:05     Preschool to grade 12 school social work education program.

24: 53:09:06     Birth to age 21 special education director.

24: 53:09:07     Preschool through grade 12 curriculum director program.

**24:16:10:01 24:53:09:01. Preschool through grade 12 school counselor education program.** A preschool through grade 12 school counselor education program shall require a master's degree in school guidance or counseling, ~~which includes the following:~~ .

~~(1) Study of the philosophies, organizational structures, counseling theories, professional organizations, and activities related to comprehensive school counseling;~~

~~—— (2) Study of social, emotional, and cultural issues, including parent/family education, child abuse, substance abuse, human sexuality, sex equity, and androgynous issues;~~

~~—— (3) Study and experience in the following:~~

~~—— (a) Assessing and interpreting learner intelligence, aptitude, behaviors, interest, achievement, and patterns;~~

~~—— (b) Assisting in the development of individual education plans for students identified as having counseling issues;~~

~~—— (c) Individual and group counseling to include design, implementation, and application of preventive, remedial, and developmental strategies and services;~~

~~—— (d) Referral processes to community, public, private, medical, social, and educational agencies;~~

~~—— (e) Career counseling; and~~

~~—— (f) Advocacy for the child; and~~

~~—— (4) Completion of a 600-hour internship under the supervision of a certified school counselor.~~

The required courses and experiences of a preschool through grade 12 school counselor education program shall be aligned to the Council for Accreditation of Counseling and Related Education Programs (CACREP) standards, 2001 edition.

The program shall require candidates to demonstrate the applicable content, pedagogical, and professional knowledge and skills identified in CACREP standards and to demonstrate competency on the applicable multiple assessment measures in chapters 24:53:04, 24:53:05, and 24:53:06.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from § 24:16:10:01.

**General Authority:** 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** 13-42-3, 13-42-4.

**24:16:10:02 24:53:09:02. Preschool through grade 12 school library media specialist education program.** A preschool through grade 12 school library media education specialist program shall comply with all standards in general education and professional education and require coursework sufficient to constitute a major, ~~along with study and experiences designed to develop: .~~

~~—— (1) Competence in selection of printed and nonprinted media to support the instructional program, including emerging technology;~~

~~—— (2) Competence in the use and integration of multiple sources of information media into the learning process;~~

~~—— (3) Competence in the cataloging and management of information resources;~~

~~—— (4) Competence in the use of research sources and methods of information retrieval;~~

~~—— (5) Competence in administration, supervision, evaluation, and management of human and media resources; and~~

~~—— (6) Competence in introducing children and young adult students to literature through reading guidance coursework.~~

The required courses and experiences of a preschool through grade 12 school library media specialist education program shall be aligned to the American Library Association/American Association of School Libraries (ALA/AASL) standards, 2002 edition.

The program shall require candidates to demonstrate the applicable content, pedagogical, and professional knowledge and skills identified in ALA/AASL standards and to demonstrate competency on the applicable multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

State certification may be issued after completion of a master's degree at an American Library Association accredited library school or a National Council for Accreditation of Teacher Education (NCATE) approved master's degree designed to prepare school library media specialists.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from § 24:16:10:02.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**~~24:16:10:03~~ 24:53:09:03. Birth to age 21 school psychologist education program.** A birth to age 21 school psychologist education program shall require a graduate degree in school psychology, ~~which includes the following:~~ .

~~(1) Study and experiences to develop knowledge of the operation of K-12 schools, the roles of school personnel, and curriculum development at all grade levels;~~

- ~~—— (2) A concentration of coursework psychological in nature, including psychological foundations, assessment, and interventions;~~
- ~~—— (3) Demonstrated competence in administering and interpreting intelligence scales, projective tests, behavior rating scales, and in converting assessment information to written reports;~~
- ~~—— (4) Etiology and characteristics of disabilities as defined by the Individuals with Disabilities Education Act Amendments of 1997, H.R. 105-17 (June 4, 1997) and by chapter 24:05:24.01;~~
- ~~—— (5) Study and experiences in conducting and interpreting recent research developments in psychological assessment as it relates to special education;~~
- ~~—— (6) Understanding of the school psychologist's role and application of the understanding through experiences working with service teams and families of special needs children; and~~
- ~~—— (7) A supervised internship in an accredited school setting for a period of one academic year.~~

The required courses and experiences of a birth to age 21 school psychologist education program shall be aligned to the National Association of School Psychologist (NASP) standards, 2000 edition.

The program shall require candidates to demonstrate the applicable content, pedagogical, and professional knowledge and skills identified in NASP standards and to demonstrate competency on the applicable multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

State certification may be issued with documentation of current national certification by the National Association of School Psychologists.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; transferred from § 24:16:10:03.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:16:10:05 24:53:09:04. Birth to age 21 school speech/language pathologist education program.** A birth to age 21 school speech/language pathologist education program shall require the following at the master-degree level from an accredited speech language pathologist program:

- ~~(1) Demonstrated competence of skills listed in § 24:16:08:45;~~
- ~~———— (2) Study of basic human communication processes to include speech, language, and hearing; anatomic and physiologic bases; physical and psychophysical bases; and linguistic, psycholinguistic, and sociolinguistic aspects;~~
- ~~———— (3) Study of phonetics and normal speech and language development;~~
- ~~———— (4) Study of articulation and phonological disorders, their etiology, evaluation and treatment strategies, and prevention;~~
- ~~———— (5) Study of developmental and acquired language disorders, their etiology, evaluation and treatment strategies, and prevention;~~
- ~~———— (6) Study of additional disorder classification such as voice, nasal resonance, fluency, feeding and dysphasia, and motor speech;~~
- ~~———— (7) Study of hearing disorders and hearing evaluation;~~
- ~~———— (8) Study of habitation/rehabilitation strategies for those with hearing disorders;~~

~~—————(9) Study of communication processing and communication disorders among culturally and linguistically diverse populations; and~~

~~(10) At least 25 clock hours of supervised observation and 350 clock hours of~~  
Supervised observation experience and a clinical practicum supervised by a an American Speech Language Hearing Association certified speech/language pathologist that includes the in-depth evaluation and treatment of children and adults with communication disorders.

The required courses and experiences of a birth to age 21 speech/language pathologist education program shall be aligned to the American Speech-Language-Hearing Association (ASHA) standards, 2005 edition.

The program shall require candidates to demonstrate the applicable content, pedagogical, and professional knowledge and skills identified in the ASHA standards and to demonstrate competency on the applicable multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

In order to meet the requirements of § 24:05:16:17(4), the year 2020 is the date established by the department for the retraining of personnel to meet appropriate professional requirements for school speech/language pathologists.

**Source:** 25 SDR 13, adopted August 10, 1998, effective September 1, 2000; transferred from § 24:16:10:05.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**~~24:16:10:06~~ 24:53:09:05. Preschool to grade 12 school social work education program.** A preschool to grade 12 school social work education program shall require a master's degree in social work, ~~which includes the following:~~ .

- ~~(1) A concentration of coursework social work in nature, including social work foundations assessment, and interventions;~~
- ~~—— (2) The study of human behavior in the social environment; social work with individuals, groups, and communities;~~
- ~~—— (3) A supervised internship in a social work agency for a period of one semester; and~~
- ~~—— (4) A study and/or experience in the following:~~
- ~~—— (a) Demonstrated competence in social work assessment and intervention based on family systems model;~~
- ~~—— (b) Knowledge of the referral process to community, public, private, medical, social, and educational agencies;~~
- ~~—— (c) Advocacy for children and their families;~~
- ~~—— (d) Understanding the needs of special and diverse population groups and application of the understanding in social work intervention;~~
- ~~—— (e) Verification of coursework related to the operation of K-12 schools, the role of school personnel, and the role of a social worker in the school setting; or~~
- ~~—— (f) Verification of a minimum of one semester of supervised internship or one year of employment in the school setting.~~

The required courses and experiences of a preschool to grade 12 social work education program shall be aligned to the Council of Social Work Education (CSWE) standards, 2001 edition, October 2004 revision.

The program shall require candidates to demonstrate the applicable content, pedagogical, and professional knowledge and skills identified in CSWE standards and to demonstrate

competency on the applicable multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

Certification will be granted, upon proper documentation, by the Department of Education as a School Service Specialist and with documentation of a license by the South Dakota Board of Social Work Examiners.

**Source:** 30 SDR 181, effective May 20, 2004; transferred from § 24:16:10:06.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**~~24:16:10:07~~ 24:53:09:06. Birth to age 21 special education director.** A birth to age 21 special education director program shall require:

(1) A master's degree in education;

(2) Three years of verified classroom teaching experience at the elementary, early childhood or secondary level on a valid certificate, one of which was with special education as the major responsibility. Three years of experience in which special education students were the major responsibility as a speech clinician or school psychologist may be accepted in lieu of the above teaching requirement; and

(3) Study and experiences designed to develop:

(a) Demonstrated competence in understanding the full continuum of curricular, service, and placement options available to children and youth with disabilities;

(b) Understanding of the organization and governance of school systems and special education programs in particular, including:



- (i) Administration and evaluation of special education programs and the relationship between special education and other components of the educational system;
  - (ii) School finance, including budget preparation, analysis, allowances within the law, and accountability; and
  - (iii) Implementation of effective personnel policies, including supervision, staff development, and the evaluation process;
- (c) Understanding of the characteristics and best teaching practices for disabilities identified in the IDEA;
- (d) Knowledge of federal and state laws and policies governing special education and their implementation; and
- (e) A practicum to include experiences in birth to age 21 special education programs.

The required courses and experiences of a birth to age 21 special education director program shall be aligned to the standards listed above for special education director and to the Council For Exceptional Children (CEC) standards for special education administrators, 2003 edition.

The program shall require candidates to demonstrate the applicable content, pedagogical, and professional knowledge and skills identified in the standards listed above and in the CEC standards for special education administrators and to demonstrate competency on the applicable multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 30 SDR 181, effective May 20, 2004; transferred from § 24:16:09:04, 31 SDR 43, effective October 3, 2004; transferred from § 24:16:10:07.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.

**24:16:10:08 24:53:09:07. Preschool through grade 12 curriculum director program.**

A preschool through grade 12 curriculum director program shall require:

- (1) A master's degree in education; and
- (2) Three years of verified experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students; ~~and~~
- ~~—— (3) Demonstrated competence in the following:~~
  - ~~—— (a) Knowledge and skills related to group dynamics, decision making, goal setting, human relations, employer and employee relations, and communications;~~
  - ~~—— (b) Skills as a facilitator in the development and evaluation of education curriculum;~~
  - ~~—— (c) Knowledge and skills related to educational trends and issues, program development, implementation, and evaluations, instructional strategies, and student assessment; and~~
  - ~~—— (d) Knowledge of curriculum history and philosophy.~~

The required courses and experiences of a preschool through grade 12 curriculum director program shall be aligned to the Educational Leadership Constituent Council (ELCC) standards for curriculum director, 2001 edition.

The program shall require candidates to demonstrate the applicable content, pedagogical, and professional knowledge and skills identified in the standards listed above and in the ELCC standards and to demonstrate competency on the applicable multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 30 SDR 181, effective May 20, 2004; transferred from § 24:16:09:05, 31 SDR 43, effective October 3, 2004; transferred from § 24:16:10:08.

**General Authority:** SDCL 13-1-12.1, 13-42-3, 13-49-27-01.

**Law Implemented:** SDCL 13-42-3, 13-42-4.